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THESIS

DAVID M. SULLIVAN

M.Ed. Thesis

AN INVESTIGATION OF THE ENGLISH
DISABILITIES OF UKRAINIAN AND
POLISH STUDENTS IN GRADES IX, X,
XI, XII OF ALBERTA SCHOOLS

by

David M. Sullivan

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OF UKRAINIAN AND POLISH STUDENTS IN
GRADES IX,X,XI, XII of ALBERTA SCHOOLS

A Thesis

Presented to
the Faculty of Education
University of Alberta

In Partial Fulfilment
of the Requirements for the Degree
Master of Education

by

David M. Sullivan

April 1946

Thesis
1946
#23

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This was an original investigation. I read examination papers of grades Nine and Twelve, for the year 1945. I studied the results of the 1945 Province-wide tests in Vocabulary, Reading Comprehension, and Rate. I tabulated the information on 1080 completed questionnaires.

In Chapter Eleven I have quoted sparingly from Mr. C.H. Robinson's Thesis "A Study of the Written Language Errors of 1238 Pupils of Ukrainian Origin, Grades V to IX ". Another thesis which I quoted once is that of Mr. Leonard Bercuson, "Education in the Bloc Settlements of Western Canada". With these exceptions I have not used any books; the findings, and the conclusions are entirely my own.

CHAPTER ONE

How This Study was Suggested to me

A few years ago I was checking the examination results in the various schools in my jurisdiction when I was struck by the high per centage of failures in English of Grade Twelve in certain Ukrainian schools. In particular Two Hills with twelve students writing English had ten failures. The following year I found that Willingdon was able to pass only five out of nineteen students writing English. I kept records of the schools in which the students were mainly Ukrainian in racial origin and found that over a period of four years the mortality in English was exceptionally high.

The number of students who receive gradings of A or B in the Province as a whole has for a number of years been set at sixty per cent. This is a device to ensure uniformity, so that no subject can be considered intrinsically more difficult or more easy than any other subject, judging solely by examination results. Thus in English, as in all other subjects, sixty per cent of all who write pass the examination and receive A, or B grading in accordance with their marks. The schools mentioned above, namely Two Hills, Willingdon, and others in which the students were mainly of Ukrainian extraction, were maintaining good standards in all subjects except English. That is to say their passes in

Mathematics, Science and other subjects were in the neighborhood of sixty per cent. In English, on the other hand, few schools "along the Willingdon Line" were able to maintain a similar standard in English. The normal wastage, or failure in English is forty per cent, but in 1942 in the Ukrainian centres the percentage of failures in English was 55. In 1943 in twenty-one Ukrainian centres the per centage of failures was 62. In 1944 the same schools had a sixty per cent failure in English, though they did normally in subjects other than English. In 1945 these same schools had a sixty-one per cent failure in English, as compared with the rest of the Province which had only a forty per cent failure. Over the four years the Ukrainian schools lost 59% of their English three students.

It was then I determined to make a study of the reasons which underlay this high mortality in English, and this study is the culmination of my investigations.

Methods Followed in this Investigation

Through the kindness of Mr. B.E.Walker, head of the Examinations Branch in the Department of Education, I was given access to the papers in English written by all grade Nine students and all grade twelve students in ²⁴~~twelve~~ schools in which the enrolment is predominantly Ukrainian. I read all the Language papers and classified the errors which appeared to be peculiar to Ukrainians. I read every fifth paper in Literature from these schools.

The study of the grade Nine and the grade Twelve examination papers written in June 1945 was the major work undertaken in this study, hence chapters two and eight are the longest and most detailed, and probably the most significant. But I was desirous of making a check on these students in grades ten and eleven as well as Nine and Twelve in which terminal examinations are held. For this purpose I asked Mr. Walker to furnish me with the results of the September tests in Vocabulary, Comprehension, and Rate which were written in every school in the Province. I made comparisons between Ukrainian and non-Ukrainian students and have given comparative statistics in chapters five, six and seven.

A further study was made in the form of a questionnaire which I sent out to all students in grades Ten to twelve inclusive. The results of this were analysed and have been organized and written up in chapters four and ten.

I wish to pay tribute to the kindness of my Ukrainian friends, most particularly Vladimar Kupchenko of Warspite, John Dubeta of Radway, and Dan Chrapko of Derwent who gave me assistance in compiling the list of grammatical differences between Ukrainian and English. This list follows immediately on the next page.

How Ukrainian Differs from English

1. English and Ukrainian are quite different in their grammar, fully as different in this respect as Greek is from Latin.
2. In the Ukrainian language, as in Latin, the verbs are conjugated, and there are almost no auxiliary verbs. The only auxiliary verb commonly used is the equivalent of "shall".
3. In Ukrainian the infinitive with "to" is used where in English we use the "ing" form. Thus, Ukrainian usage prefers "We finished to dig potatoes last week".
4. There are three genders in Ukrainian, masculine, feminine, neuter; there are three numbers, singular, dual, plural; there are seven cases, viz. nominative, genitive, dative, accusative, vocative, ablative, locative.
5. Ukrainian has no articles definite or indefinite.
6. Prepositions vary considerably from ours. The following prepositions would be correct in Ukrainian as used here:
on dinner time; ready to school; going on the front of me;
cut it on pieces; in the city Calgary; hurt to the stone (by);
in Sunday I went to the post office.
7. Good Ukrainian does not permit the omission of pronouns, but colloquial Ukrainian does, e.g. He took the skates and gave to me.

8. In Ukrainian the arrangement of the words in the sentence does not affect the meaning of the sentence. The verbs are conjugated, and the nouns have case endings that indicate their meaning without regard to the position in the sentence.
9. In Ukrainian nouns have gender; as a result in referring to things by the use of pronouns the gender is transferred, with the result that a thing we should call "it" is in Ukrainian "he" or "she".
10. In Ukrainian the double negative is permissible, in fact obligatory. At times a triple negative is employed. The sentence "I have never given anything to anybody anywhere" has five negatives in Ukrainian.

Comment: One of my Ukrainian friends says that the extreme differences in use of prepositions, and the use of articles in English constitute two difficulties for native Ukrainians that are almost insurmountable.

6.

GRADE NINE

Statistics of Anglo-Saxon
and Ukrainian names in the
Twenty-four schools

<u>School</u>	<u>Number of Ukrainians</u>	<u>No. non-Ukrainian</u>
Andrew	18	1
Ashmont	13	6
Bellis	6	0
Calmar	9	1
Chipman	10	1
Derwent	13	0
Egremont	10	2
Glendon	10	4
Hairy Hill	14	2
Hilliard	7	0
Holden	17	6
Lamont	18	4
Mundare	27	3
Spedden	19	0
Thorhild	11	1
Smoky Lake	21	1
Two Hills	21	0
Myrnam	12	0
Radway	8	0
Vegreville	42	15
Vilna	8	3
Warspite	16	3
Waskatenau	14	4
Willingdon	23	3
	<u>367</u>	<u>60</u>

In the statistics which follow the number of students will not be exactly 367 for Ukrainians, or 60 for non-Ukrainians as some papers were missing, probably because the students did not all present themselves for the examination, or because the paper was not pulled out at the Department, but in general there was one Anglo-Saxon or non-Ukrainian for every six Ukrainians..

It is barely possible that a few of the names ^{are Ukrainian} which I have called non-Ukrainian, for some Ukrainians change their names and those of their children to Anglo-Saxon equivalents. On the other hand, an

7.

occasional student classified here as Ukrainian may have an Anglo/Saxon mother and speak no language but English. In the main, I believe, the classification is reasonably accurate. In the figures on this and the following pages I have classed the following 53 students as non-Ukrainian, judging solely by the sound of their names, (all others are considered as Ukrainian).

non-Ukrainians in the 24 schools

Florence Hamilton, Robert Cheshire, Dorothy Huget, James Ritchie, George Perley, Marshall Small, Irene Holt, Allan Mumby, Dorcas Hodges, Elsie Oberg, Caroline Phillips, Evelyn Stephenson, Nicholas Harrison, Maxine Blake, Arthur Boettcher, Mary McLean, Edward Nelson, Norman Nelson, Marjorie Sanderson, Patricia Lambert, Anne Warne, James Young, Henry Harris, Ralph Nay, Ruth O'Neil, Louie Wan, Jack Horne; Bernard Adler, Bobby Baron, John Campbell, Neil Cassidy, Glenn Evans, Eleanor Goodwin, Joe Henley, Robert More, Evelyn Nichol, Roy Rogers, Kathleen Sanford, Gordon Clarkson, Walter Smith, Jean Strong, Alice Calvert, Edward Carson, Jeanne McDonald, Lorraine Coulson, James Harman, Catherine Macdonald, Edward Nickol, Mabel Vance, Peter Zon, Della Johnston, Edna Johnston, Nancy Moisey.

Total 53

Chapter Two

ERRORS FOUND on the 1945 Grade 1X Paper in LANGUAGE

The Ukrainian language has neither a definite nor an indefinite article, hence grade Nine students from these schools show the influence of this habit when they omit or misuse the articles in English.

Misuse of indefinite article

1. a very hard working women
2. a inch
3. taking rabbit out of hat
4. lives in apartment house
5. This is a kind of a woman any soldier would be proud of.

By far the greater number of errors, however, abound in the case of the definite article. One student, indeed, wrote his entire essay without using the definite article at all, and he used the indefinite article only once. That the omission of "the" is an ingrained habit with some of these students is indicated by the fact that it is left out not merely once but often two or three times in the same sentence.

Misuse or omission of definite article

1. help war effort
2. men and women who are no good for army
3. men were taken to Front line
4. which would greatly aid War Effort
5. some of women
6. three boys, oldest being ten years of age
7. Scientists did some wonders in way of discoveries

8. Milk is used for clothes, taking place of cotton

9. Anglo-Saxon are easily distinguished as they have no funny arrangements.

10. can't tell difference

Frequently the article is used in one part of the sentence, but is left out in another, as for example:

The boys not on battlefront help to produce food on farms for our boys over there.

(b) Errors in use of Prepositions

Inasmuch as there is little or no reason in English for the use of certain prepositions, but only custom, it is not surprising that students in these schools find prepositions a difficult problem. The difficulty is perhaps increased by the fact that the corresponding prepositions in Ukrainian frequently occur in altogether different combinations, which, if translated literally would sound strange in English. The following phrases are literal translations from correct Ukrainian:

1. on dinner time; cut it on pieces; going on front of me;
2. ready to school; hurt to stone (by);
3. in city Calgary; in Sunday I went to post office

One of the most common errors in these schools is the confusing of "off" and "of". For example a student writes "off some kind". Another word that causes much difficulty is the preposition for, which crops up in the most surprising places as, for instance, for order to meaning in order to. Some examples of the misuse of this preposition are:

Misuse of "for"

As used in these schools

The intended meaning

1. for them the European children
got food

from them

2. It is now important for milk, beef
and its hide while bunny has only
its white coat to show itself for

3. made ammunition of the men

for the men

4. milk is used of more uses than one

for more uses

Here is a typical sentence misusing prepositions: We owe great respects for scientists who had found the use of milk being used in things people would never believe of milk being used in the manufacturing of it.

Another example is: The boys are very grateful to all the women having worked by them (for them).

Misuse of "in" and "on"

1. in the home front (on)

2. on the factories (in)

3. fire them on the enemy (against)

4. at the shortest time (in)

5. so the women do all their part in the help to the war effort
they can do to bring back the boys from overseas back to
their comfortable homes to their loved ones at home in Canada

6. nursing on the wounded soldiers

7. working on the field is no women's job

8. work of the fighting front (on)

Misuse of other prepositions

1. they work by (with) explosives

2. equal with (intended for "equal to")

3. so that the men will have what to shoot and kill the enemy
with

4. the women are employed to millions of jobs
5. Germany was prevented to ship goods
6. Women come home tired of hunger and there only chance to see there children through the whole day
7. joined up to the armed services
8. doesn't spend much time with her home

(c) Errors in adverbials

These errors are taken up in more detail under the subject of "Clauses" , in another chapter. Miscellaneous errors gathered together here are as follows:

1. double comparative, e.g. Women's hands are more capable of doing some jobs better than men.
2. confusing "were" and "where"
3. misuse of clauses in comparisons, e.g.

(a) These garments gave satisfactory results as the wool.

(b) They help build enough ammunition as to make peace in Japan.

(v) Men fires them is as same as women makes them.

Spelling

The spelling in these schools is little different from that in the average school in the Province, that is to say apart from errors in the use of the articles, and in the use of prepositions which are always a problem to Ukrainians, even educated Ukrainians, the spelling errors are no more numerous, in my opinion, among the rank and file of Ukrainians, than they are in the schools patronized by children of Anglo-saxon stock.

By far the most common error found in these schools is the confusion between there, their, and they're. This is also a common error among the Anglo-Saxons, but it does not crop up time after time in paper after paper as it does in these Ukrainian schools.

Another very common mistake is the misuse of to, too and two. Confusion is noted in the use of buy and by.

Sometimes there is interchange of d and t in spellings, as:

regred for regret

husbant for husband

Here is a typical sentence from a grade Nine paper:

" Therefore their both doing their bit, and as a phrase the women make them and the men shoot them. "

Nouns and Pronouns

A word which appears to cause unusual difficulty is "woman", and especially its plural. Again and again there occurs the combination "this women". An example is, This women she got married.

The use of "which" as referring only to things causes confusion,

largely, no doubt, because in Ukrainian the neuter gender is not confined to things as in English, and nouns may have gender, and usually do, in ways altogether unconnected with ~~sex~~. It is a common error in these schools to say,

children which

other people which are older,

A typical sentence is, "Many women which have gave their souls to win this war are working in large munition factories."

Sometimes the relative pronoun is omitted altogether, as,

She's the women lived very happily (who)

If who is recognized as the proper relative pronoun there is no guarantee that it will have the proper form. Thus we find:

"other people whom where overrun by the enemy (who were)"

One student wrote: "other goods which is sent overseas".

Another student sailed safely by the relative only to get in trouble further along, thus:

"Most important are the women that take men's place in factories!"

Other errors that may be classified in this section are the use of a singular verb with "armed forces", and the omission of the article before the pronoun few. Thus:

The armed forces was also short of men.

(A) few years ago.

Other examples of noun and pronoun errors will be shown in the section on Vocabulary which follows immediately.

Vocabulary

Words misused, or misspelled

These errors arise from carelessness in reading, in word recognition or in oral speech; some are perhaps used by the teacher as well and therefore pass undetected when the teacher is himself a Ukrainian. A few of them are:

lefted	for	left
just as sifficient	--	just as capable
in the years passed	--	past
knew	for	new
new	for	knew
quiet	for	quite
affort	for	effort
release	for	realize
safing	for	saving
thing	for	think
bond	for	bonds
keep care	--	take care
no	--	know
war effect	--	war effort
man labor, the man		job, and men shortage
provide themselves--		prove themselves
notability	--	patriotism
artifical	--	artificial
moral	--	morale
personal	--	personnel
eny	--	any
bite	--	bit
responds	--	responsibility.

A few errors made by Anglo-saxon students were noted, as follows:

ware	for	were
factorys	for	factories
a	for	are
a	for	as
they	for	They
there	for	their
these	for	their

Since these occurred once only and were not repeated it would appear they were mere slips of the pen. In general the Ukrainian errors

would re-appear in the same paper, indicating that they were not, as a rule, caused by haste alone.

Coined words

Under this heading I have gathered together a number of instances of words used in a sense altogether different from their vocabulary or dictionary meaning, and some words that do not appear in any dictionary. The coined word, in each case, is underlined.

1. There voluntary women must leave their homes and children to carry on their war work who produce more ammunition for the fighting forces overseas.
2. slack for stoppage of work (noun)
3. Many forgot their manners and did nonsense things of no sense.
4. All in all has been done to help win the war.
5. Their children are taken care of by the orphanage homes which supply the children with foods and cleanliness.
6. Many of men are not any good for a certain job so a woman is taken in charge of the mens place.
7. Some jobs were hard put but they took them.
8. To save these men young women have joined the work & old to hold there soldiers by supplying live and plenty ammunition.
9. They fight to help win the country people and war.
10. joined the women core and help the Red Cross.
11. The women made dances and card parties.
12. put out the war in Europe.
13. The consumer gets it for much cheaper price.
14. Men discarded from the services are sent to factories.
15. Abled women volunteer to work in factories.

16. leisure women
17. lagers for laggards
18. These women care to work to bring back their beloveds for friendship once more.
19. The public accepted them in equal quality.
20. The wool fibres could not be told in real difference.

Miscellaneous errors in vocabulary

The errors which follow are related in some way to those classified under other sections, such as misuse of articles,,adverbs, misconception of the meaning of a word, but in general they appear to come under the general heading of vocabulary errors:

She has one the battle also.
 a great deal of women
 this women; a women; a women's ; every women
most hearly all
revealed for released
 as the war drew long
 the boys in the arm forces
 also doing a great help
 she is in bad need of money
 There has been a great help from the home front.
 The women is working
 The home front consists of mostly women.
 trying to put up as much help as possible
making war industry
help win this war as much as possible
 trucks and other equipments , millions of bombs shells and
other equipments
 works by the making of shells

The use of Slang

The Ukrainians do not use slang as much as their Anglo-Saxon comrades do. Slang is rare, the only instance I found in these schools was this: "Oh, what break will it be when Japan will be ruled by Us."

In looking over the errors made above I find that the boys were greater sinners, generally speaking, than the girls. Students

have evidently been well warned by their teachers with regard to the ampersand. I found very few students using it, and there is only one example given in the sentences in this chapter.

Indefinite Reference, and Grammatical Errors.

As will be noted in the chapters on Clauses and Incoherence, more ambiguity appears, on the whole, in the written language of Ukrainian students than in that of Anglo-Saxons. One large contributing cause of this ambiguity is faulty reference. Since Ukrainian is a highly inflected language the position of the words in the sentence is not as important as in English. It is fair to say that this faulty reference is a very common error in all high schools, and indeed it forms the basis for a great many comic sentences that appear in humorous columns.

Faulty reference they and them

1. The women in factories are making thousands of shells while the men in the fronts are firing them out at the enemy and chasing them or making them retreat, as fast as possible.
2. Women have to leave their children, they never know what dangers may overtake them, that they may get hurt or ill.
3. But do you ever see these few work as hard as they do for their family?

(He means that the few critics do not work as hard as the women do.)

4. Men are leaving factories which someone must take their place.
5. Many went to the front with a rifle in her hand.
6. People think the home front do nothing much interesting, but they do enough.
7. Married women with children gives them to the home for the day time while she goes to make shells, guns and other war machines.
8. They have perfect balance so the men will make direct hits every time.

Grammatical Errors

If the Ukrainian students are no better than the Anglo-Saxons in the use of correct English, I am of the opinion they are no worse. The same types of errors occur in these schools as in the ordinary high schools of the Province. Some of the errors noted are listed below under grammatical headings:

1. The use of the indicative for the more correct subjunctive:

Examples

If it wasn't for the women.....

If it wasn't for there would be

2. Improper use of the negative:

Examples

Without no parents

She came from a home where everyone never talked of such subjects as war.

3. Improper use of adverbs or conjunctions.

Examples

fairly for fair; like for as

double adverb in comparison: Flying planes more better than men.

She must be well educated to take a prominent part as that.

The must develop skill as how to make the bombs.

4. Agreement of verbs, and adjectives.

Examples

these kind; saving the lifes of men, women and children.

The women's husbands is usually in the services.

Almost every female are in the service.

They leaves home and go work in a factory.

5. Miscellaneous errors.

Examples

manufacturing ammunition for a man to fight with

Men which are not fit for any of the services are employed.

The man which.

Many women which are interested in war work went to factories
to apply for jobs.

Verbs and Sequence

In the Ukrainian language, as in Latin, the verbs are conjugated, and there are very few auxiliary verbs, the notable exception being the auxiliary which corresponds to our English "shall". In Ukrainian not only the inflections and conjugations, that is the changes of verb endings in persons and tenses, but also numerous prefixes and suffixes are used to denote the slightest changes in meaning; especially the prefixes play an important part in Ukrainian conjugations. The only common auxiliaries corresponding to Latin *ero* and *eram* are like our shall (will) and was (were). Under these circumstances it is not surprising that many errors occur in tense forms. Some examples are:

Misuse of "have" and "Had "

- Examples:
1. Men have gone overseas and some women had gone to done their part.
 2. If it wouldn't have been for the women many more soldiers would have died.
(N.B. would of is very seldom used by these students)
 3. During the present war women had done a great deal to ~~the~~ the help of winning the war.
 4. If the women wouldn't have gone to do this job the mother country would not have enough equipment to fight with.
 5. The boys on the home front had given their lives for us but we did our part too.
 6. If it wouldn't be for most of the women on the home front many men would have been killed because they wouldn't have had what to fight with.
 7. The need of this is when prices are low the people buy

more but if they would be very high there wouldn't be much business.

8. The women's contribution to the war effort has helped and will help to bring the man home quicker and the winning of the war.
9. Germany had start to make cloths out of skim milk, making the cow more important each time.
10. We would of not needed to find this making of cloth from milk if there would of been no war.
11. If the men wouldn't of taken part in this war it might have be lost also.

Sequence of tenses

This is an error that is very common in all high schools. There is in Anglo-Saxons an intuitive feeling for sequence, however, hence errors are not as frequent in the general run of schools as they are in the Ukrainian schools.

Examples of errors in sequence

1. The experienced women worked energetically to give as much help as they can.
2. The educated women went to work in offices where she can take the place of the man.
3. As the war had begun in the year 1939 many women and girls have left their homes and gone to work in factories.
4. She goes to this factor in order so the men on the front could have the supplies they need.
5. Goods would be so highly priced that people wouldn't afford to by them.
6. Some became nurses and did the work of the doctor and save many lives.
7. They have left their children alone and went to the factories to work.
8. Our brave men takes the airplain and flies over Germany and fires at the cities.

9. Not only do they do war work but they took the place of men in agriculture, as fishermen, mechanics, busdrivers and even in the police force and cowhands in ranching.
10. During the war women drove trucks, street cars, buses, they help police jobs in England and even worked in railways.
11. "the greatest heroes that the world will ever own and have owned".
12. Bombs are used to destroy the Nazis factories, cities, and companies so that they would not destroy our..

Other verb errors

1. Ignorance of the proper use of "do" and "did", thus:

Why she left her job, her homes, her children to help her husband and the rest of the men?

2. Ignorance of the subjunctive mood, thus:

The women have done such great work in this war that if it was not for them we would have surely lost.

3. Wrong form of perfect participle with auxiliary, thus:

The may have taken a course.

have ran; work for worked;

Today still more men are need to fight.

have been for were

got for has, e.g. milk got other importances.

4. Miscellaneous errors in verbals, thus:

has for have

Now the women work (meaning worked)

might of for might have

who comes..... and went out.

the women leaves their children

went to work because to help the war effort and to take place of men.

Participles and Infinitives

Many errors in the use of participles and infinitives have already been classified elsewhere, under other headings, as for example under verbs, and sequence. Those below are additional, or have some individual characteristics not already mentioned. In Ukrainian the infinitive with to is used where in English we would prefer the "ing" form. Thus, Ukrainian usage sanctions "We finished to dig potatoes last week," though the expression finished digging potatoes is also used. Our Old English used to have an infinitive form in en, like "plesen" meaning to please. In Ukrainian this kind of suffix is used to indicate the infinitive form of the verb. The net result is that some students from these schools confuse the "to" and the "ing" form. I have gathered these examples of these specific errors:

1. In the help to for in helping to
2. sweat by their working for at their work
3. glad for seeing for glad to see
4. what they have dome to keep up the war and supporting the men
5. try to help win their country for help their country win
6. in helping taking wounded men back
7. in care for for in caring for
8. content with helping for content to help
9. the great task of supply our forces
10. She had no reason to sitting around
11. Women contribution to war effort is to help in factory so the men

will come back soon.

12. The women also joined in the services and help the transporting of ammunition, as well as looking after the wounded boys.

Sentence Structure

By far the majority of errors will be found in the structure of sentences. These are for convenience classified here under four heads, namely:

1. Incomplete sentences
2. Run on sentences
3. Incoherence
4. Errors in the use of clauses.

Incomplete Sentences

1. Many sentences begin with the word "while", thus:

While some other women help with some other work like the "Red Cross Society" which is doing some very wonderful work at this time which is needed most.

While the men drop many thousands of bombs on their enemy's cities and railway transportations.

2. Some sentences begin with "because", thus:

Because she may be your brother or my sister trying to bring cruelty and suffering to an end.

Because they took a soldier's life and they are learning fast.

3. Some sentences begin with Although, or since, or as, thus:

As the parents are very seldom at home in these times when husbands are away.

Since they have been able to work with machinery in factories.

So the women labor increased and did the job the men did.

Since all men are gone to fight but still women back them up.

Although these women in large factories are doing a man's job in

making bullets to fit different guns different sized bombs and are making them by the thousands each day.

Since there is a shortage of men nowadays.

4. Other incomplete sentences, thus:

Especially contributing to the Red Cross.

Besides factories in farm work, garages etc.

To help win the war.

At the same time trying to make some money.

Working in factories day and night to give the boys over there the tools with which to finish the job.

There is a smile on here face. A smile of self-confidence and
ressurrection.

Always getting up early in the mornings, and work late at night's.

To fight for freedom and democracy.

All doing war work in the home front.

Till finally they find out they have one sweater done.

Run-on Sentences

In this type of sentence error more than one sentence, or more than one thought appears in the sentence, sometimes separated by a mere comma, but more often just added as if it were a legitimate portion of the introductory idea. Examples are:

1. Many women war workers get high wages in factories these wages are badly needed by most of them.
2. Some men and women might be married and if they have children they should be very kind and they should be dressed neatly.
3. Some women loff around, they should go and join the army and help the soldiers.
4. After hhe war will be won when the armed forces will return home the people who worked in home front will be able to tell their women worked when they were fighting for them.

Incoherence

Not all the examples of incoherence that were found in these schools are classified in this section; incoherence arises very often when a word is misused, a "verb" misplaced or in the incorrect form or sequence, when participles are misused, and so forth. This section deals with incoherence as exemplified in sentences that are not built well. They are usually longer than the ordinary sentence, and would probably have been corrected by the student himself if he had taken the trouble to read them over after they were first written. This unwillingness to review one's written work is not a weakness that is confined to Ukrainian students, but since the language in many cases is not the mother tongue it behooves the Ukrainian to be more than ordinarily careful to see that his sentence is logical and carries the intended meaning.

Examples of Incoherence in longer sentences

1. The women would get up early and if the children were old enough to go to school would be send off and smaller were taken to a home to be taken care of.
2. Not all of them went to work because they didn't any other things to do but some went to have enough money for a living for herself and the family.
3. The men that did the jobs before are now fighting, risking their souls , the least the women can, and is the most for them out there, is supply the ammunition to destroy dictatorship of the world.
4. The war plants in Canada have three-quarters women working, from this we see that it's the women's duties here at home to see that the men have enough to fire and win the victory.
5. One of the women who may be hard worker to help in the war efforts and may be kind, appliance is willing to help other people.

6. The women work in factory and what about their children what do they do without a mother to look after their meat or to send ~~them~~ them to school they do it themselves.
7. Furthermore we ladies loving putting thing together, which we put all the compartments of an airplane and make a strong lovely airplain.
8. All women and man have jobs in the war each one has an effort to help one another the save the lives of there children to have a more and stronger powerful world.
9. Vera says she want to help and back our boys in the attack and destroy of Hitler so that peace under earth be again.

Incoherence in shorter sentences

Examples

1. The cow is eventually taking quite a few, besides the rabbits, place.
2. The girl so small making guns that wreck cities it doesn't seem possible.
3. There might be a few that left to the factories to spend the day much sooner.
4. She is dressed in overalls as they get themselves in a mess when they are finished.
5. This really gave her the chance to take her job, by which she would gladly abide in order to help the war out.
6. Even sometimes parents wants to send anything to them well it takes a such a long time before they get it.
7. The home front is the work being done or to help the armed forces who are in the war front with ammunition.
8. Due to wartime conditions rabbit hides from Australia where stopped shipping it to American hatsmakers.

Errors in the use of Clauses

Probably more practice should be given, not only in analyzing good sentences by facile writers, but also in putting clauses together so that they make a clear, coherent and easily understood sentence. A

number of errors in clauses have already been listed under other sections and chapters, but those listed below could all be avoided, probably, if students were trained to take sentences apart and put them together in class, keeping in mind the main purpose of a sentence, to convey thought.

Errors in the Use of Adjective Clauses

1. The women are making bonds think they are quite good at that work.
2. Many girls work in war plants they also are pilots.
3. The factory you are working you should try and be very kind pleasant with the people and the men and women that are working in the factory you are.
4. God bless these courages souls who are the weaker sex and yet bare the yoke that their husbands were forced to place.
5. There are many people in factorys making the shells that need praise.
6. It resembles wool which experts could tell no difference.
7. Milk would be about the last thing a farmer could think of his cloths can be made.

Errors in the Use of Noun Clauses

1. It has been invented by scientists that milk can be used to make wool garments instead of wool.
2. But I think that the children that are left orphan they began to get into bad habits like stealing.
3. They don't sit at home thinking of their husbands sweethearts or brothers if they are coming back alive.

Compound sentences , or Simple

1. The children run these clubs by themselves and older people to supervise them.
2. Their husbands were probably in the armed forces and so took the place of a man's work.

3. Women working in factories was not very common even six years ago but are practically the rule now.
4. I can imagine one of these women as kind-hearted and are not afraid to tackle a difficult job as war work.
5. In America hats used to be made of fur from rabbits but now this put part milk fibres in it and it is just as good.
6. Hats made of rabbit hair were going of market on count of the war, but the manufactures successfully substitutide it with new american fibres made from milk.

Errors in the Use of Adverb Clauses

1. They would need to find their own food if their mother was not there and grew up unhealthy.
2. She usually wears something on her head so as she wouldn't dirty herself.
3. She makes the weapons with great pains so that they would be better and stronger for him to blast the enemy.
4. Though sometimes do not get it because the ship would sink or anything could happen.

CHAPTER Three

Some Comparisons in Grade 1X, by Schools, and by Racial Origin

Comparison of Average Marks in Language Grade 1X by Schools In order of merit, by average mark per school

<u>School</u>	<u>Average mark in Language</u>		<u>Teacher</u>
Hilliard	22	32.4	Mr. Worbets
Thorhild		35.1	Mr. Samoil
Radway		36.0	Mr. Kulka
Vegreville		38.2	Mr. McCrae
Waskatenau		38.5	Mrs. McNamara
Chipman		38.5	Miss Antoniuk
Spedden		38.7	Mr. Straskok
Egremont		38.9	Mr. Sheremata
Myrnam		39.2	Mr. Meronyk
Glendon		40.6	Mrs. McLean
Andrew		41.8	Mr. Topolnisky
Ashmont		42.6	Mrs. Cole
Two Hills		43.2	Mr. Gegolik
Smoky Lake		43.7	Miss Ukrainetz
Willingdon		44.1	Miss Koziak
Warspite		45.1	Mr. Meronyk
Calmar		46.9	Mr. Westlund
Lamont		47.3	Miss Ballantyne
Hairy Hill		47.9	Mrs. Hannochko
Derwent		48.5	Mr. Rostron
Holden		51.1	Miss Drozdowich
Vilna		51.2	Mr. Repka
Mundare		51.8	Miss Polomark
Bellis		52.3	Miss Hannochko

Conclusions

1. The nationality of the teacher has little effect on this distribution. Mr. McCrae of Vegreville is fourth from the bottom, while the six schools at the top are taught by teachers apparently of Ukrainian origin.
2. It is my opinion that a significant factor in this table is the skill of the teacher. Of the eight schools that place lowest, five are taught by teachers who are just average or below average in teaching effectiveness. Of the eight schools that place highest, six are taught by teachers who have a consistently high degree of teaching skill, one is in charge of an indifferently good teacher, and the remaining one is unclassified. This opinion of effectiveness is admittedly subjective, but probably no more subjective than the usual report made by a school inspector on the basis of his evaluation of the teacher's methods, and his findings from classroom tests.

Comparison of Scores made by
Ukrainians and non-Ukrainians (in 24 schools)
on Grade IX LANGUAGE

These comparative figures include 53 students of non-Ukrainian extraction, and 305 students Ukrainian in origin.

The total maximum score on Language in 1945 was 101 marks.

The average mark made by the non-Ukrainians was 43.75

The Median mark by non-Ukrainians was 44.5

The average mark of the Ukrainians was 43.05

The Median mark of the Ukrainians was 41.5

The Median mark of the Ukrainian boys was 39. 0

The Median mark of the Ukrainian girls was 43.5.

Table showing the above figures

<u>Average Marks of different groups</u>		<u>Median Marks of the groups</u>	
non-Ukrainians	43.75	non-Ukrainians	44.5
Ukrainians	43.05	Ukrainians	41.5
Ukrainian Boys	39.93	Ukrainian Boys	39.0
Ukrainian Girls	45.73	Ukrainian Girls	43.5

Conclusions

1. The average mark made by the non-Ukrainian students is only slightly higher than that made by the Ukrainians. The median is three marks higher in favor of the non-Ukrainians.
2. On both average and median marks the girls are consistently better than the boys,

Comparative Scores in
Essay Alone, Grade Nine

On the Grade Nine Essay alone, the maximum value of which was 30 , the Median score made by 52 non-Ukrainians was 19.6 and the average mark was 19.25. The 305 non-Ukrainians, on the other hand, had a Median score of 18.9, and an average score also 18.9. This is shown in the table below:

<u>Table of scores in Grade Nine Essay</u>			
	<u>AVERAGE MARK</u>	<u>MEDIAN MARK</u>	<u>POSSIBLE</u>
non-Ukrainians	19.25	19.6	30
Ukrainians	18.9	18.9	30
Difference	<u>.35</u>	<u>.7</u>	

The slight difference in favor of the non-Ukrainians is not significant, in my opinion, and may be explained by the greater familiarity of the non-Ukrainians with English idioms and manner of speech. Two of the non-Ukrainians had a mark of zero, evidently because they omitted to do the essay. Three of the Ukrainians had zero for the same reason. Neglecting the mark of zero, the lowest mark on the essay among the non-Ukrainians was 11, made by one student. One student received 12, one got 13, and one 14. Among the Ukrainians one student got 6, one got 8, one 9 and one 11. The highest mark made by a non-Ukrainian was 26, while three Ukrainians got a high of 27 on the essay. On the whole the honors were about even on the essay.

CHAPTER FOUR

A Short Study of the Reading Habits in these Schools

Every student in grades Ten, eleven, and twelve was asked to make a list of the books he had read since the beginning of school last September. Over 1000 replies were sent to this questionnaire, and it was possible to segregate the Ukrainians from the non-Ukrainian, not merely by guessing at the nationality from the name but because on the questionnaire the student was asked in question 1 to name the language he spoke, if it was other than English. (A copy of the questionnaire is appended). 851 students indicated they were Ukrainian or spoke a language other than English. Some of the languages mentioned were Romanian, Slovak, Finnish, but the overwhelming majority were Ukrainian. All who indicated that they spoke no language but English are here classified as English, even though they might have a name like Tkachuk. 166 were classified as speaking English exclusively. My purpose in asking for this list was to discover, if possible, the relationship between the two groups in each school from the standpoint of the number of books read, and the range of reading tastes. I felt that the non-Ukrainian would undoubtedly be found to have a mature taste in his reading preferences, and would also be found reading many more books than his Ukrainian fellow-student. Neither assumption proved correct. The students apparently read the books that are available in the school, regardless of their nationality, and when they go to sources outside the school their tastes are so similar that no comparisons are convincing. I have no doubt

Date

Name of School.....

Name of Student

Grade you are in now

Category in grade Nine Examination (A, B, or C)

1. What language other than English do you speak?.....
 2. Do you read and write this second language?.....
 3. Do you speak it at home? (a) Sometimes.....
(b) Always.....
(c) Never.....
 4. What daily paper, if any, do you read at home?.....
 5. Do you read the newspaper every day, either at home or at school?
 6. What is your favorite type of reading? Fiction.....
Biography.....
Travel.....
Other types.....
 7. How long, in days, does it take you to read the average library book?
 8. Name the magazines you read regularly
9. List below all the books you have read since September first, 1945:

the questionnaire itself put the Ukrainian students on their guard, so that they tried to create as fine an impression as they could; and there is some evidence that many of the books listed as being read since last September were probably read last year, but even discounting this I am of the opinion that the lists as submitted were substantially accurate. By schools the number of books read from September 1, to January 31 in the current academic year were as follows:

An average of five books per student

Warspite, Lamont,

An average of six books per student

Hilliard, Egremont, Holden, Thorhild, Mundare, Bellis, Smoky Lake,
and Radway

An average of seven books per student

Vilna, Two Hills, Waskatenau

An average of eight books per student

Hairy Hill, Andrew, Vegreville, Glendon, Myrnam

Average of nine books

Willingdon

Average of ten books

Derwent, Ashmont

Summary of book totals

The 851 Ukrainian students who replied to the questionnaire, said they had read 5705 books from September first to January 31. This ~~is~~ ^{is} an average of seven books (really 6.7). The 166 non-Ukrainian

declared they had read 1226 books in the same period, for an average of 7 books (really 7.4). The difference ,therefore, was seven-tenths of one book, in favor of the non-Ukrainian student, a difference so small that I consider it insignificant for the purpose of this study.

Titles of Favorite Books

I have made a tabulation of the titles of books, and they are listed below in order of preference. The book at the top of the list, namely Lost Horizon, was read by 144 individuals, those at the lower end were mentioned by as few as five students. Only the books on the prescribed reading lists have been taken into account, all others (by far the larger number) being disregarded in this table for the obvious reason that their names are legion. Of the books read 3826 titles appear on the prescribed lists, mainly on the lists for grades X,XI, and XII, though a number are from the Intermediate school lists. 3105 titles were mentioned that do not appear on the prescribed lists. Many of them were mentioned once only, and few appeared oftener than eight or ten times. The list of prescribed books, in order of popularity is as follows:

Lost Horizon Hilton
 My Friend Flicka O'Hara
 The Moon is Down ,.....Steinbeck
 Jane Eyre..... Bronte
 Good-bye Mr. Chips... Hilton
 Tale of Two Cities... Dickens

Column 1 precedes column 2 . All books are arranged in order of preference

(Books underlined are listed for Intermediate school)

Keys of the Kingdom: Cronin	Silas Marner: Eliot
Thunderhead: O'Hara	Wuthering Heights: Bronte
White Fang: London	Yearling: Rawlings
Random Harvest: Hilton	Three Musketeers: Dumas
Riders of the Purple Sage: Grey	Seas of the Mighty: Parker
Dr. Jekyll and Mr. Hyde: Stevenson	The Raft: Trumbull
Sea Wolf: London	Smoky, the Cow Horse: James
Citadel: Cronin	Story of My Life: Keller
Song of Bernadette: Werfel	Leave Her to Heaven: Williams
Beau Geste: Wren	Ramona: Jackson
<u>Silver Chief: O'Brien</u>	<u>Call of the Wild: London</u>
<u>Lassie Come Home: Knight</u>	Oliver Twist: Dickens
Good Earth: Buck	Especially Babe: Annett
Mrs. Miniver: Struther	My Antonia: Cather
Madame Curie: Eve Curie	He Rides the Sky: Baird
Black Tulip: Dumas	Jalna: De la Roche
Maria Chapdelaine: Hemon	<u>Treasure Island: Stevenson</u>
Greenmantle: Buchan	Pitcairn's Island: Nordhoff & Hall
Virginian: Wister	Typhoon: Conrad
Patriot: Buck	Lorna Doone: Blackmore
I Married Adventure: Johnson	<u>Girl of the Limberlost: Porter</u>
Kidnapped: Stevenson	Under the Greenwood Tree: Hardy
Invisible Man: Wells	Little Minister: Barrie

(Books underlined are listed for Intermediate School)

Destination Chungking: Suyin Han

Ben Hur: Wallace

Captains Courageous: Kipling

Life with Father: Day

Lawrence, his Life: Robinson

Little Women: Alcott

Man from Glengarry: Connor

So Big: Ferber

Ivanhoe: Scott

Horse and Buggy Doctor: Hertzler

Anne of the Island: Montgomery

Connecticut Yankee: Twain

David Copperfield: Dickens

Joan of Arc: Sackville-West

Jim Davis: Masefield

Mill on the Floss: Eliot

Mutiny on the Bounty: Nordhoff and Hall

Our Town: Wilder

Scaramouche: Sabatini

Sea Hawk: Sabatini

Men Against the Sea: Nordhoff and Hall

Jean Valjean: Cleaver

Dead Ned: Masefield

Doll's House: Ibsen

Main Street: Lewis

(Books underlined are listed for Intermediate grades)

Junior Miss: Benson

Cranford: Gaskell

Adventures of Sherlock Holmes: Doyle

Head Hunting in the Solomons: Mytinger

Berlin Diary: Shirer

Abe Lincoln in Illinois: Sherwood

Boy's Life of Edison: Meadowcraft

Travels with a Donkey: Stevenson

Talisman: Scott

Youth, and Caspar Ruiz: Conrad

Fire in the Ice: Divine

Four Years in Paradise: Johnson

Pride and Prejudice: Austin

Trumpeter of Krakow: Kelly

Thorn Apple Tree: Campbell

Crisis: Churchill

Death Comes to the Archbishop: Cather

Dear Brutus: Barrie

Invincible Louisa: Alcott

Jeeves: Wodehouse

Soong Sisters: Hahn

Quo Vadis: Sienkiewicz

Uncle Tom's Cabin: Stowe

Beauty of the Purple: Davis

Dawn Over Chungking: Lin, Adet, et al.

(Books underlined are listed for Intermediate school)

Bligh of the Bounty: Hughes

On Safari: Waldeck

Prester John: Buchan

Behind the Urals: Scott

Green Hell: Duguid

White Company: Doyle

North to the Orient: Lindberg

Disraeli: Parker

Last Days of Pompeii: Lytton

Wind, Sand, and Stars: De St. Exupery

Far from the Madding Crowd: Hardy

A Kiss for Cinderella: Barrie

Prince and the Pauper: Twain

Catrioni: Stevenson

Lord Jim: Conrad

My Life with the Eskimo: Stefansson

She Stoops to Conquer: Goldsmith

Story of Flying: Black

Cruise of the Snark: London

Nicholas Nickleby: Dickens

Up from Slavery: Washington

Flying Bull and Other Stories: Kirkconnell

Light that Failed: Kipling

Nigger of the Narcissus: Conrad

Westward Ho! : Kingsley

Importance of Being Earnest: Wilde

Nansen: Hall

Story of Mankind: Van Loon

Quentin Durward: Scott

Good Companions: Priestly

Barchester Towers: Trollope

Little Dorrit: Dickens

Chemical History of a Candle: Faraday

Summary

The questionnaires were sent out early in January. By the end of January replies had been received from 1017 students, who declared they had read 6931 books since September first, an average of 6.8 books in four and a half months. The highest number of books reported was 27; this was a girl who reads six or more books each month. The lowest number reported was zero; several boys said they had neglected to do any free reading as yet. The girls, in general, read more books than the boys. The list given immediately above contains 129 distinct titles. These 129 books were chosen 3826 times out of 6931, so that it would appear that our Free Reading lists are extensively patronized. As noted at the beginning of this chapter there is no appreciable difference between Ukrainians and non-Ukrainians in choice of books, degree of difficulty, and number of books read.

Vocabulary
Grades Ten, ~~Eleven~~, Twelve

This is a study of the vocabulary proficiency in the twenty-four schools. On September 26, 1945 all students in grades ten, eleven, and twelve in all schools of the Province wrote a vocabulary test. Results were cast by the Department of Education into percentile scores which were published in the December issue of the A.T.A. magazine. Through the kindness of Mr. Bernal Walker of the Examinations Branch I studied the scores of all the students in the 24 schools, and for purposes of comparison also made a record of the vocabulary scores in Victoria High School, Edmonton. I segregated in Victoria High, the Ukrainians from the non-Ukrainians by the somewhat rough and ready method of selecting as Ukrainians all whose names had a Ukrainian flavor. Here are the first ten names so selected from grade Ten whom I judge to be Ukrainian:

Christie Dolynchuk; Ernest Fedoruk; Donald Gurel; Allen Kostyk; Rose Slobednyk; Helen Tkachenchuk; Nick Worona; William Hrubka; John Yachikec; Maxine Sawchuk.

I have used the median score rather than the average score in this chapter because the tabulation in the magazine, giving the scores for the Province as a whole, uses this criterion as well as giving the percentile scores.

- Table - Vocabulary Scores Grade Ten
- A. In the 24 schools
 - B. In Victoria High School
 - C. In the Province as a whole

435 Ukrainian students wrote the Vocabulary test in grade Ten, and

Grade Ten

80 non-Ukrainian.

A. The 435 Ukrainian students in the 24 schools had a median score of 25 in Vocabulary. (There were 75 words on the test) The 80 non-Ukrainian students in the 24 schools had a median score of 28 in Vocabulary, that is in the same schools and with the same teachers.

B. Victoria High School. 26 Ukrainian students had a score of 29, while 235 non-Ukrainian students made a score of 33.

C. The median in the Province in grade Ten was 29.9.

Summary: Ukrainians in the 24 schools are in the Thirtieth per centile.
 Non-Ukrainians in the 24 schools are in the Fortieth per centile.
 Ukrainians in Victoria High are just below the Fiftieth per centile.
 Non-Ukrainians in Victoria High are in the Sixtieth per centile.

Grade Eleven

This is the same test.

A. The 323 Ukrainian students in the 24 schools had a median score of 30 in Vocabulary. The 44 non-Ukrainian students had a median score of 33.

B. Victoria High School. 26 Ukrainian students had a score of 32, while 176 non-Ukrainian students made a score of 39.

C. The median in the Province in Grade Eleven was 35.6

Summary follows on the next page.

Summary: Ukrainians in the 24 schools are in the Thirtieth per centile.
Non-Ukrainians in the 24 schools are in the Fortieth per centile.
Ukrainians in Victoria High are just below the Fortieth per centile.
Non-Ukrainians in Victoria High are in the Sixtieth per centile

Grade Twelve

This is the same test.

- A. The 310 Ukrainian students in the 24 schools had a median score of 34 in Vocabulary. The 66 non-Ukrainians had a median score of 41.
- B. Victoria High School. 31 Ukrainian students had a score of 39, while 155 non-Ukrainians made a score of 45.
- C. The median in the Province in Grade Twelve was 44.1.

Summary

Ukrainians in the 24 schools are in the twentieth per centile.
Non-Ukrainians in the 24 schools are in the fortieth per centile.
Ukrainians in Victoria High are in the Thirtieth per centile.
Non-Ukrainians in Victoria High are in the fiftieth per centile.

A table summarizing the scores in all grades Ten, Eleven, and Twelve follows immediately on the next page.

Summaries of all types mentioned before

	Ukrainians in 24 schools			non-Ukrainians in 24 schools			Ukrainians Victoria			non-Ukrainians Victoria		
	<u>X</u>	<u>XI</u>	<u>XII</u>	<u>X</u>	<u>XI</u>	<u>XII</u>	<u>X</u>	<u>XI</u>	<u>XII</u>	<u>X</u>	<u>XI</u>	<u>XII</u>
Median	25	30	34	28	33	41	29	32	39	33	39	45
Per centile	30	30	20	40	40	40	40	30	30	60	60	50

The proportion of Ukrainian students in Victoria is 10% in grade Ten; 13 % in Grade Eleven; and 17 % in Grade twelve. This is an approximation, judging by the names of the students. An examination of the records shows that many of these students came from McCaulay and other local high schools, hence it is highly probable that they attended city schools for most of their career.

CHAPTER SIX

Reading Comprehension Grades Ten, Eleven, Twelve

This study is based, like the former one on Vocabulary, upon the Comprehension scores on a Departmental Reading Test administered in all schools of the Province last September 26 (1945). The results of these tests were sent in to the Department after being marked by the teachers in accordance with a key. Officials of the Examinations Branch tabulated the results for the Province as a whole and struck tables on a per centile basis. The same test was written by all grades Ten to Twelve inclusive, and the norms were obtained on a sampling of 1000 papers in each grade. I have had access to the scores sent in by each school including the schools treated in this study. For purposes of checking my findings, and for the sake of comparison I have studied the results in Victoria High School which has from 10 to 17 per cent ~~of the~~ Ukrainians, if names are of value in detecting racial origins. The names of the first ten Grade Eleven students who appear to me to be of Ukrainian origin are given herewith:

Joe Keschuk; John Kuzyk; Peter Melnychuk; Metro Moroziuk
John Sorochan; Marian Babiuk; Gloria Marchyshyn; Mary Danyluk;
Marjorie Lutzak; Eddie Onushko.

The tabulation in the December issue of the A.T.A. magazine is based on median scores, arrived at from random samplings of 1000

Grade ten students, 1000 grade eleven, and 1000 grade twelve.

Comprehension Grade Ten

If all questions on this test were answered correctly the mark obtained would have been 274, but no one was expected to finish the paper in the half hour allowed.

- A. The 435 Ukrainian students in the 24 schools had a median score of 82 in Comprehension. The 68 non-Ukrainians in the 24 schools had a median score of 90 in Comprehension.
- B. Victoria High School. 26 Ukrainians had a score of 85, while 230 non-Ukrainians made a score of 101.
- C. The median in the Province in grade Ten was 92.2

Summary:

Ukrainians in the 24 schools are in the Thirtieth per centile
Non-Ukrainians in the 24 schools are in the Fortieth per centile.
Ukrainians in Victoria High are just below the Fortieth per centile.
Non-Ukrainians in Victoria High are in the Sixtieth per centile.

Grade Eleven Comprehension Scores

- A. The 328 Ukrainian students in these 24 schools had a median score of 86 in Comprehension. The 39 non-Ukrainians had a median score of 105.
- B. Victoria High School. 25 Ukrainians made a score of 104, while 177 non-Ukrainians scored 118.
- C. The median in the Province in Comprehension was 102.6 in Grade eleven.

Summary:

Ukrainians in the 24 schools are in the Twentieth per centile.
 Non-Ukrainians in the 24 schools are in the Fiftieth per centile,
 or just above the median.
 Ukrainians in Victoria High are in the Fiftieth per centile.
 Non-Ukrainians in Victoria High are in the Sixtieth per centile.

Grade Twelve Comprehension Scores

- A. The 293 Ukrainian students in these 24 schools had a median score of 92 in Comprehension. The 53 non-Ukrainians had a score of 116.
- B. Victoria High. 31 Ukrainians made a score of 103, while 153 non-Ukrainians scored 128
- C. The median in the Province in Comprehension was 115 in grade XII.

Summary

Ukrainians in the 24 schools are in the Twentieth per centile.
 Non-Ukrainians in the 24 schools are in the Fiftieth percentile.
 Ukrainians in Victoria High are in the Thirtieth per centile,
 Non-Ukrainians in Victoria High are in the Sixtieth per centile.

A summary of all the information contained in the above follows immediately on the next page.

Summary of the Four Types

	Ukrainians in 24 schools			non-Ukrainians in 24 schools			Ukrainians Victoria			non-Ukrainians at Vic. H.S.		
	<u>X</u>	<u>X1</u>	<u>X11</u>	<u>X</u>	<u>X1</u>	<u>X11</u>	<u>X</u>	<u>X1</u>	<u>X11</u>	<u>X</u>	<u>X1</u>	<u>X11</u>
Median	82	86	92	90	105	116	85	104	103	101	118	128
Percentile	30	20	20	40	50	50	30	50	30	60	60	60

Conclusions Drawn from Above Results

1. In Reading Comprehension there is a consistent improvement in all students and in all types of schools from grade ten to grade eleven, and from grade eleven to grade twelve.
2. The median score in Comprehension is consistently higher, at every grade level for the non-Ukrainian student.
3. Ukrainians at Victoria High get a higher mark than Ukrainians at the 24 schools. But Ukrainians at Victoria High get a lower mark than non-Ukrainians in the 24 schools.
4. Non-Ukrainians have a higher median mark, in every grade, than their fellow students of Ukrainian origin in the same schools.
5. Ukrainians, generally speaking, are below the norms for the Province in Reading Comprehension at each level, and even at Victoria High a Ukrainian is under a heavy handicap in Comprehension.

Chapter SevenGrade Ten Rate Scores

The method of scoring Rate on the Provincial Reading tests given to all grades two weeks after the re-opening of school in the Fall is as follows: At the expiration of the period allowed for the test (35 minutes) the candidate is asked to write his initials at the point where he stopped. There is an R score at intervals along the left hand margin, and the R score nearest to the point where the candidate stops is his Rate. Now, it is obvious that a student more ambitious than honest might place his initials at a point further on than the place where he actually stopped at the end of the period, and thus be given a higher rate than he really achieved. This method of finding the student's rate has been adopted as the simplest method possible in a Province where there are all kinds of schools, with all types of students, and under conditions making it necessary to accept the student's own valuation of his speed. This study has placed the statistics on Rate last because of this unreliability. For general purposes the R score is roughly a rate score, and it is probably quite reliable for purposes of comparison between various types of students, as in this study. The R score does not mean the number of words per minute, since the student had to stop and think out his answers and then write his answers, all of which is time-consuming. Suppose, for example, a student read the entire paper and had an R score of 532, the highest score possible on this test. R532 simply means that the student read 5320 words in 35 minutes, a reading rate of

152 words a minute. In addition to reading 152 words a minute, however, the student also answered the questions and made a Comprehension Score which formed a section of this study on the pages immediately preceding. Until such time as the Department of Education can devise a system which can be followed uniformly, and with exactitude in each of the thousand or more high schools, this rather unsatisfactory method of measuring Rate will probably have to continue.

GRADE TEN Rate Scores

- A. The 364 Ukrainian students in these 24 schools had a median rate score of 304. The 73 non/Ukrainians in these 24 schools had a Rate score median of 331.
- B. Victoria High. 26 Ukrainians had a Median score of 342, while 245 non-Ukrainians had a Median of 337.
- C. The Median in the Province in Rate was 312..

Summary

Ukrainians in the 24 schools are in the Fortieth per centile.
 Non-Ukrainians in the 24 schools are in the Fiftieth percentile.
 Ukrainians in Victoria High are in the Sixtieth per centile.
 Non-Ukrainians in Victoria High are also in the Sixtieth per centile.

Grade Eleven Rate Scores

- A. The 324 Ukrainian students in these 24 schools had a median rate score of 310. The 43 non-Ukrainians in these schools had a Rate score of 313 Median.
- B. Victoria High. 26 Ukrainians had a median Rate score of 342, while 178 non-Ukrainians had a median of 351.
- C. The Median in the Province in Rate was 332.

Summary

Ukrainians in the 24 schools are just below the Fortieth per centile.
 Non-Ukrainians in the 24 schools are in the Fortieth per centile.
 Ukrainians in Victoria High are in the Fiftieth per centile.
 Non-Ukrainians in Victoria High are in the Sixtieth per centile.

Grade Twelve Rate Scores

- A. The 302 Ukrainian students in the 24 schools had a Median Rate of 311. The 64 non/ukrainian students had a Median of 335.
- B. The 26 Ukrainians in Victoria High had a Median of 340, while 154 non-Ukrainians had a Median of 412.
- C. The median in the Province, in Rate, was 342.

Summary

Ukrainians in the 24 schools are in the thirtieth per centile.
 Non-Ukrainians in the 24 schools are in the Fortieth per centile.
 Ukrainians in Victoria High are just below the Fiftieth per centile.
 Non-Ukrainians in Victoria High are in the Sixtieth per centile.
 On the next page all these summaries are summarized.

Summary of the Four Types

	Ukrainians in 24 schools			Non-Ukrainians in 24 schools			Ukrainians in Victoria H.S			Non-Ukrainians at Vic. H.S.		
	X	XI	XII	X	XI	XII	X	XI	XII	X	XI	XII
Median Rate score	304	310	311	331	313	335	342	342	340	337	351	412
Per cen- tile	40	39	30	50	40	40	60	50	49	60	60	60

Conclusions

1. For the most part there is an increase in speed of reading as one progresses from grade Ten to Eleven, and from grade Eleven to Twelve.
2. With slight exceptions, (which may have arisen through too small a sampling), the reading speed of non-Ukrainian students is higher than that of Ukrainians.
3. Ukrainians at Victoria High have a higher per centile than any corresponding groups, either Ukrainian or non-Ukrainians in the 24 schools studied, but lower than their fellow students in Victoria High who are of non-Ukrainian origin.

CHAPTER EIGHT

AN ANALYSIS of Errors on 1945 Departmental Examinations

GRADE TWELVE Papers

Spelling Errors

Most of the spelling errors noted in grade Nine have disappeared by now, though a few still persist. There is the occasional confusion between to, and too, but not two. Once in a while we find a student using new for knew, or no for know , but he probably knows the difference and has been merely careless.. A very common error is "witter" and "writting". In general I am of the opinion that spelling among the Ukrainians is about the same level of effectiveness as it is among the Anglo-Saxons. There do not appear to be words which cause particular trouble - not from a national standpoint. The following list gives an idea of the types of errors found in these papers, practically^{all} of which were made by Ukrainian students:

Examples of spelling errors

allert (alert)
aboard (abroad)
's
underpayed
chooce, and chose (choose)
personnal
thouroughly
decteded
crys
benificial

Examples of spelling errors

profiters
philisophical
tragety
argumentitive
liesure
imense
situtation
falacy
immagine
criticised

Spelling errors

descion (decision)

couriousity

psycological

occassions

discription

adher

emagination

thinks (things)

Spelling errors

concilate (conciliate)

satarical

inermost

carefull

trys

creats

pourtray

overstanderization

The articles

As noted in the grade Nine summaries, the articles both definite and indefinite are unknown in Ukrainian. I am creditably informed by some of my Ukrainian friends that the articles are a real curse to any Ukrainian who wants to learn English.

Examples of omission or misuse of "a" and "an"

1. a informal essay; a essay
2. Every essay is source of information that leads to inconstant thinking.
3. An essay gives us understanding of friendships and fallacies.
4. An essay is story.
5. The writer has interest in nature.
6. The essay on Living Life to the Full by Rose Macaulay is of different nature of essay.
7. The examples above of essays are only few.

Examples of omission or misuse of "the"

As was found to be the case in grade Nine there are more errors

and omissions in the definite than in the indefinite article. It is fair to say that this type of error has by grade twelve practically disappeared, and evidently its survival is because of haste, carelessness, or nervousness.

1. the difference in beauty of each
2. It may appeal to different people according to their tastes and mood they are in.
3. This will be brought up in the future and possibilities are that the British North America Act will be revised. (Note: "the" is used twice and omitted once)
4. Essay is short, humorous and typically personal of him.
5. I don't see why because sloth is a mammal.
6. Essays which in themselves create feeling or give some hint to manner of man that wrote it are best enjoyed.
7. In this way if we fail to discover some hint of manner of man who wrote it we are just as good as lost in a forest.

Grammatical Errors

The teaching techniques used in grades Ten and Eleven have borne fruit to the extent that grammatical errors are relatively few at the grade twelve level. They may be classified as follows:

1. Errors in the use of the relative pronoun.

Example: essays who

2. Faulty reference.

Example: An essay is merely a complicated series of thoughts written by a person to share heartily their own thoughts and at the same time giving valuable information.

3. Misuse of the comparative:

Examples: A more deeper love for; delve deeper;
Charity is worst than hunger.

4. Misuse of participle:

4. Misuse of participle:

Example: he has underwent

5. Use of adjective for adverb:

Other people might think different

6. Agreement:

Example: In every essay there is a purpose and feelings of the author's that is always revealed.

Incomplete Sentences

It would be natural to expect that by the grade twelve level the Ukrainian had learned to use the complete sentence, and this assumption is pretty well realized. I came across only three examples of incomplete sentences in these schools. They are:

1. The vigor, the vitality of mankind to conduct others, to make a vehicle of them so that they may round out their life, instead of living in misery, thus performing an unreal world.
2. Stating that the Alps are old and well inhabited.
3. The author as being one of the early retired because of poor health.

Prepositions

Prepositions are perennial sources of trouble, and not even the vast experience and wide reading of the grade twelve students avail them when they become engulfed in the intricacies of the English preposition. One cause of the difficulty is the fact that the Ukrainian language has seven cases, namely Nominative, Genitive, ~~Dative~~ Dative, Accusative, Vocative, Ablative, Locative. Three of these in particular do away with most of the prepositions, hence our English prepositions constitute a real stumbling block. It should not be forgotten, also, that prepositions cause much difficulty even to those whose mother tongue is English. It used to be a stock question in English grammar to distinguish, for example, "differ with", and "differ from". I have gathered the following list of prepositions incorrectly used in these papers:

With

1. She is able to readily partake and discover as well as judge the different people she deals with.
2. ...which he met up with.
3. The essays of today differ inversely with the essays of yesterday.
4. An interesting comparison of the Easterner to the Westerner.

Than

1. different than; and the best and widest choice than

From and to

1. When we, you and I read, we should compromise on the facts that we read and concentrate on just what the writer is trying to convey the meaning to.
2. The author is very critical to the world.

3. We are given a new light on the business world of which we have given little thought.
4. Where it originated from.

"For" and "of" and "about" and "at"

1. The essay illustrates a sudden emotion of what the author is trying to drive at.
2. "of" misused for "off"
3. The fan that he was contemplating about.....
4. He gets his reader curious in this extinct animal.
5. On the eastern coast the fishing boats are all in work.
6. Another essay which creates bitterness and how the author's feelings are portrayed in, is "On the Industrial Scrap Heap".
7. ...providing a simple explanation to the meaning of an essay.

Indefinite Reference

As in grade Nine the common failing is the use of the pronoun "they" without sufficient linkage to the people or things it is supposed to represent. Examples are:

Indefinite "they"

1. The provisions of the act may have applied to the provinces at the time it was passed but now they should be revised.
2. A person who writes an essay, if they wish to be effective....
3. A reader if he likes the book they read more like it.
4. If a person reads many of them why they become appreciative.
5. These opinions in most cases are too hastily taught about. They do not stop and look the situation over and try to see the two sides of the story.

Other examples of faulty reference

1. Shakespeare himself could not have described the sloth any better with his genius.

2. It is a great sensation as well as a desire to know the manner of the writer.
3. A reader will never lose interest in Leacock's works for you can imagine him delivering a lecture to you, and it is his characteristic both of writing and talking.
4. In Galsworthy's essay on Quality the reader has an idea of his sympathy as showed in the essay.

Vocabulary

With increase in linguistic ability the Ukrainian has in the three years since he graduated from Grade Nine, added hundreds, and more likely thousands of new words to his vocabulary. Unfortunately, he does not always use them correctly. In these papers more errors were found in vocabulary than in any other section under which errors are herein treated. I have classified them under various heads for the sake of interest and clearness.

Coined words

<u>analysis</u> it (analyze)	style <u>neglection</u>
a well <u>structured</u> essay	the business he <u>makes</u>
an <u>addict</u> for daylight saving	a <u>glimpsy</u> idea (fleeting)
<u>enhanced</u> land (enchanted)	it is very <u>prejudice</u> against the rich
<u>beautiness</u> (appreciation of beauty)	life is <u>fuller</u>
He is <u>revoluntary</u> to old ideas	shy <u>recultant</u> people
<u>failed to succeed</u>	<u>perseverant</u> (persevering)
<u>pinch</u> words (mince words)	<u>preciousness</u>
<u>money-like</u> (avaricious)	<u>wantingly</u> (purposely)
<u>sway</u> (trend)	an <u>Englischer</u>
<u>priority</u> (facility)	<u>forward</u> facts
<u>variated</u> (varied)	<u>opening</u> essayist (first)
<u>unsatisfaction</u>	<u>at all</u> (entirely)
<u>unheedful</u> matter	<u>malnutritioned</u> children
<u>satirity</u>	<u>controbalance</u>
<u>lavished</u> (liked immensely)	<u>sum</u> the answer into one

Good words used inaccurately

reflects on him (reflects his character)

soul for sole

to find an essay interesting and enjoying

express his feelings, emotions and environment

Quality was the main thing of his importance

savior for savor

Such essays tend to dull one's appeal. (a coined word, really)

bride for bribe

access for excess

fair deal for fair dealing

associated with for acquainted with

drive in his opinions (emphasize)

convict us (convince)

denotes for describes

making examples for giving examples

causally for casually

outrightly for outright

humane for human

describes that for states that

people today are going for money

most fitted (apt)

essays are humorous, fugitive, or informative

fatal (for the butt of fate)

a cheap laborer (poorly paid); illusive for illusory

Sentences that are otherwise well-constructed
but with a vocabulary error or errors

1. The author shows clearly how well she favors these people to people elsewhere.
2. A good essay portrays itself that way.
3. He shows his sympathy when he wonders who is to blame between the two.
4. They do not necessarily relate the author's experience but an imagination.
5. An essay is not anything easy to write.
6. A man's disposition may be dervied (derived) from the kind of essay he writes.
7. Every individual has different factors which have considerable effect upon what he says.
8. Are we not then in the same emotions as the essayist?
9. This makes their reading very unpleasant and enjoyable.
10. Could we enjoy with the author the beauty of Lake Louise if he himself was not taken up by it?
11. The author must have experienced the bumpy and feverish life that is led in the United States.
12. We must co-operate with our government to bring this a prosperous and free country.
- 13.
13. Canada, a free country, is filled with beauty and admiration.
14. Many more have access to read an essay rather than a letter.
15. Has not literature some power of impressement upon the reader?
16. Many writers of today tend to sway to the sarcastic moods of expression.
17. I know almost readily why the author may feel about the Rockies the way he did.
18. When the study period came into concession I found out that I knew very little about the essay.
19. It amounts to one thing; a good convincer is a good essayist.

20. He has not leniency towards waste and the capitalist system.
21. Definite ideas do not glare in your face when reading Quality.
22. Francis Bacon was, perhaps unconsciously , the first essayist.
23. One must try to master the author's imagination in his mind.
24. The essay of Galsworthy provoked thought into our minds.
25. Why does he not get a woman in to do his work or get married altogether?
26. The essay, "Vermont" by Dorothy Canfield is an essay of the teaching Never to give in if you like certain things.
27. She says of the hardships the people had to go through.
28. The first essays written were restricted to solemnity. Bacon later tried to change it from solemnity to satirical.
29. ... an author who has a definite conveying purpose in mind.
30. If you fail in your flexibility to interpret different author's styles you fail to get the finer qualities of the essay.

Sentences that are fairly well constructed
but have vocabulary faults

1. While years went by the quality of the factory shoes were in no comparison with small craftsman's shoes.
2. The planning of various labor at the present time is unsuitable.
3. Buildings are not located in suitable places to give the necessary convenience to its citizens.
4. Many people fail to understand the modern essays written by these great authors, and therefore take it for granted as a mere vehicle of information.
5. The essay is an important topic and no one should hesitate to consider it.
6. This is just a touch as to what the essay tends to illustrate.
7. The failure of a person to recognize the manner of a man that has written an essay does not give that person much value of

the essay.

8. Francis Bacon was a contemporary of changing times and customs.
9. We are better capable in forming our ideals of life.
10. The writer of every essay may be detected by the sort of essay he has written.
11. It is evident that writing an essay from this experienced matter is much easier than one which has to be imaginery.
12. What you see is more picturesque than what you read.
13. One should be able to discover the author's personalities.
14. The experiences of a man subordinating criticism and instruction makes an outstanding difference from information alone.
15. The government had to look after his living.
16. You will read more of his writings and perhaps obtain an equal satisfaction.
17. With Galsworthy's definition of "quality" we set our minds with warm sympathys.
18. Chesterton expresses his idea that women are capable of greater ends in the home and therefore there places should be home.
19. An essay may put a wrong emotion or conviction in us, which may lead to destruction : although many people my disagree with my statement I will thoroughly keep to it.
20. The style is witty and sharp and brings us to a humored condition when the Savant was to represent us when compared to a dangling sloth.
21. Seeing all these boats coming home in the twilight, fills a person with longing and rest.
22. In the "Relic" by Max Beerbohm we are revealed of the fact that he loves past times, recalling to his memory the young years as he glances upon the broken form which he finds in the port-manteau.
23. To relieve his heartaches, to have the surroundings sympathize with him he put the condition into beautifully artistic words and exposed them to the world-wide public.
24. This story portrays to us the life of Max Beerbohm, his mood, his reminiscence of this freak accident.

25. Many writers of today tend to sway to the sarcastic moods of expression.
26. If you put your imagination and thoughtful thinking you will perhaps agree with humor else be forced to make your own decisions.
27. In this essay the author reacts to you in his work his idea.
28. Under unfavorable conditions the reader forms no opinion on the manner of the writer, but merely reads unintentionally what the essayist has to convey.
29. This passage is nearly a composition of the author's emotions of what he thinks of an essay, a prose , a poem, sonnet etc.
30. A critic essay; exquisitively; he made himself felt to all .
31. His mind refers (reverts) to the indident; a well-descriptive essay.
32. We see the whole of Canada unhaunted by friendly ghosts of the past, but beautiful with its sheen of being recently born not yet worn off.
33. The fact that Mr. Beerbohm uses French quotations occasionally hints towards a person who despises monotony .
34. The writer is just writing to be sympathized; to argue a point of question.
35. He is dominantly inclined to nature and her ways.
36. He is to lazy to figure of certain political problems.
37. Another thing which is most interesting which we gather from essays is that some people don't agree with others.
38. A satire trys to hurt a person feelings for some reason.
39. brought out into view; a genius' task.
40. Example of a very careless sentence:

Since the author is "The Worker" then we know what we can be expecting in this essay and thus you look for the message as you

read the essay . The inquisitiveness of minor details to satisfy his own curiosity reveal part of his character. They comprise either of the author's own opinion or the opinions of others.

N.B. In order to show by contrast that some of these Ukrainian students are able to write a well-constructed sentence, and carry through a sustained metaphor on occasion, I have added the following sentence as an example of good writing . It was on the grade twelve paper of Kate Pawlowski of Spedden:

Example of a good sentence:

A gloriously happy, or bitterly sad hour, stirred within the essayist a latent emotional seed, which took root in his mind, and clung to it with stubborn tenacity until he expressed it,-- gave it birth and life in the form of an essay.

Participles, Infinitives, Verbs

By the time he has reached grade twelve the Ukrainian student knows perfectly well what the infinitive is, and how it should be used, and he delights to use both ^{participles and infinitives.} Such errors as he makes are apparently caused by insufficient practice and lack of discrimination and appreciation of the finer distinctions. He has learned that auxiliaries play a much more important part in English than they do in Ukrainian, but he still has to have some help in criticizing his own efforts and those of his fellows. The following examples are typical of the errors made:

Forms in "ing"

1. Omission of a preposition.

Examples

He devoted most of his time observing and experimenting.

This helps the essay be more interesting

2. Preposition used, but the expression is clumsy or inaccurate.

Examples

In his essay he states that the Rockies are very beautiful after travelling from the Eastern part of Canada to the Western.

Generalizing from his works he portrays himself as a forceful speaker, a gentleman, a lover of humor and (to some extent) a satirizer of society.

The author is revealed as a scorner of emancipating the women.

He when writing an essay must write as he feels and should be heedless of the fact that someone shall read it.

Forms with "to"

1. Lack of knowledge of the grammatical value of the infinitive

with "to".

Examples

The lady in The Relic first made an impression on him to write.

The essay "Quality" written by John Galsworthy is easy to understand Galsworthy's points against quantity.

Writers devote their time to inform the people of the injustices done to them by the privileged few.

Education among many is very tender their scattered minds to not lead to a definite plot.

We are therefore directed by reading essays, stories etc. to give us a lead or a hint in progression of our life.

2. Sometimes the infinitive with "to" is mistakenly used instead of the gerund.

Example

..... if we had overlooked to read his biography.

3. Some sentences contain the infinitive when another expression would have been a happier choice.

Examples

They also try to convince the reader to believe what they write.

My opinion is not to publish that type of essay.

Verb forms

Most of the sentences which follow are incoherent because of misuse of the verb, or the use of compound verbs which do not meet the need.

Examples of incoherence, or poorly phrased sentences

1. He tells of how after this happening he spent his time observing the animal.
2. Therefore, humanity which partakes in the value and beauty of the existence, and progress of Mother Nature shall inhabit a world of his own.

3. There may be several force (1)emotional (2) instinctive, or (3) intentional. Whichever they may be the reader will decide or shall know, for in such cases the writer shall express himself more or less vividly.
4. If the author had not given us an introductory note on his composition, or if he would not have visited or read about the state of Vermont, he would not have told us his thought of the people in there as he did in this case.
5. Their range of topics were not as great as the present day essayists.
6. He is solely interested in creating the right impression in the minds of the public of what he considers an essay reaches into.
7. It would be impossible to enjoy William Beebe's Jungle Sluggard to such a great extent if the essay wouldn't tell the reader that William Beebe is intensely interested in natural phenomena.

Run on Sentences

I did not find many instances of incomplete sentences in the grade twelve papers. Even the run-on, or comma splice, has by the final year pretty well disappeared. Five examples were found, as follows:

1. In this essay Max Beerbone does not insert his humor, Max Beerbone also gives his own opinion in most of his essays although he does insert his own opinion on the subject he does not do it to such an extent as he does in his other works.
2. This essay brings many different standpoints of view which not only draws our mind to different emotions and motives, but drives us off the topic immediately, which should not happen, but so is the case.
3. Essays, the old and new, may be compared like autombbiles, for instant; such a comparison as new streamline, smooth-running deluxe car with a shabby old ford that goes the road making funny jerking sounds, may illustrate beautifully the difference.
4. Essays are a means by which the writer may express his opinions and expressions, it is one of the most modern and simple ways in which a person can express so much.
5. One may readily relax in reading the descriptive essay of "A Relic" which portrays the young boy's haunting youth days, as one would in reading the essay, quiet, smooth, and sympathetic style of Charles Lamb's essays in his days.

Incoherence

The instances of incoherence , given below, are caused not only by the cloudy thinking of the writers, but also by the fact that ~~the~~ ^{writers} they are still striving for mastery of the English language, and have not completely freed themselves from the habits of expression that characterize the Ukrainian tongue. Probably these students hear the mother tongue at home, and the linguistic habits of their elders counteract in some measure the good done during the day by the efforts of the teacher. The instances of incoherence are much less numerous than at the grade Nine level, and there is evidence of much progress in handling the longer and more thought-laden sentence.

Examples of Incoherence

Verbs poorly chosen

1. Promising car rides to the boys, if he is elected, seems to agree with everyone so statements as such are made.
2. When a person reads an essay it may not agree with the author and therefore tells it to be a common prose.
3. The author stresses considerably his opinion, and in this way he seeks for a man of another opinion, so as to argue and really experience it.
4. According to this essay, A Survey of Literary Slums, it proves that knowing some hint of the manner of man does not make you are a mere vehicle of information, but a vehicle of greatness.
5. He reasons out on the subject and leaves the reader stuned as to agree with him or not.

Nouns with ambiguity

1. I am sure one will never find his itinerary without an

appointment to see some animals.

2. Therefore I assume that he is the most successful in holding fame as an author of humor which is provided for entertainment and as a reading hobby.
3. But if the essay or poem do not convey to the reader a destitute of thrilling inspiration or personal emotion the works may be regarded as a vehicle of transportation.
4. The sense of imagination help any dullest person who does not know how to appreciate a scenery as the author does, to appreciate it.

Ambiguous adjectives

1. He is worthy of a man who is true in his work, one who makes his trade an art; not one who makes goods for money.
2. We find from one of the essays that opinion is just short to facts and subject to change with added information.
3. We should learn to understand the essay writing and meaningless would be discarded from our essay readings.
4. The reader should be well kept in suspense and urged to read and gain interest as he approaches the climax.

General incoherence

1. There are people that may not believe in leisure, but only in labor and therefore discover it to be a mere vehicle of information.
2. Yes, I believe, and feel, that anyone who knows and enjoys an essay they too will and agree with the statement.
3. May many a reader come to a conclusion that most essays are being based on the manner in which the author writes it in and not they way they hope it to be.
4. One who is fond of essays can realize the nature of writing, by the author.
5. Mr. Beebe was very fond of animals and in the surroundings about him.

SEQUENCE OF TENSES

The grade twelve students do not make as many errors in the use of verbs and compound tenses as their younger compatriots in grade Nine. Errors in sequence still persist, however, though even this error is not nearly as common as it is in the lower grades. The following examples have appeared in the papers examined:

1. If he is telling a story of his own experiences then we could sympathize with him.
2. Ever since we have begun school our teachers have greatly emphasised the fact that our characters & personalities can readily be judged from the manner in which we write.
3. All essays reveal the manner of man who wrote it.
4. There would be no use of reading an essay if one does not get a general idea of the one who wrote it.
5. He was very interested in shoes that fit well and last long.
6. Many changes have taken place and attempts were made to violate this act.
7. The economic status of the provinces is very low and an arguement (sic) had arisen as a result of this.
8. They do things just as fast as they could and pine for some more.
9. They gave food, for thought, that we may realize our mistake of isolation.

Weakness in Sentence Structure

There are more errors in sentence structure because of faulty independent and subordinate clauses than from any other single cause. For convenience in reading, these structural defects are classified in four sections, viz. Adjective clauses, adverb clauses, noun clauses, and principal clauses.

Adjective Clauses

1. Reading an essay without the background is similar to solving a question without an answer, which is, of course, impossible to get all that is required.
2. He is one of the men that is well versed.
3. In some schools the teachers permit more freedom in choice of doing things that the pupil wants to in his spare time that is besides read books.
4. As one reads "Vermont" the style includes a few debatable sentences, which strike us immediately, that the lady author was quite aware of the circumstances of her people.

Adverb Clauses

1. He can enjoy the essay more because he can look from the author's point of view.
2. It would have been better if he described the physical characteristics of the sloth in a couple paragraphs but not in ten.
3. A writer cannot state exactly what it is simply because every reader has a tendency to reason and draw up different conclusions.
4. In reading on, we are beginning to feel same as does; because to make his feelings well known he writes a story of his own life.
5. By the information, usage of good and appropriate words, variety in sentence structure and proper conviction-- we are able to know when the author has written a good essay, if he has done so.
6. In reading a reference book we, often times take it for granted

that it is right, but when an author, expresses his idea, and the reader reasons it out for himself, the reader is apt to establish in himself the sound proof on some subject.

7. Here he tries to put a question to us and see if we cannot find a solution so that things like happened to him to not re-occur.
8. We know from the story that Miss Canfield is a person who admires courage and pride to a greater extent than she would obey the laws of her country.
9. These animals can swim very well, they not be very fast but they are sure of getting where they wish to. The sloth moves very slow on land.
10. In conclusion I wish to state that whenever reading or writing an essay do not adhere to information to a great extent but state your own opinion as much as possible. Make it so effective as to make everybody feel like reading it not only once but more.

Noun Clauses

1. Many a time he would starve himself because his mind would slip that he had not eaten yet.
2. He must have been moved by his emotions that Nature is a better builder than man.
3. There is no mistake that the author is an economist.
4. The essayist writes how he is inspired by the beauty of the rocks.
5. This would not give us any idea of whether he is a peace lover, beleaves in world conflict, or he does not care what goes on about him.
6. In the above quotation is stated that the manner of man who wrote it is discovered without any knowledge of the writer.
7. We can determine what kind of a man the writer is, this is, the what subjects or topics he finds interest in and his emotional feeling toward the matter.
8. Chesterton is a firm believer that women should remain attached to their home duties.

Principal Clauses

1. Some authors don't express their meaning at the beginning but make the reader search for the main thought and then depict it as Galsworthy does.
2. The essay is different from talk by being written and differs from a letter by being written more than to one.

Conclusions

The above examples of faulty sentence structure bring some consolation. This is found in the fact that students at the grade twelve level have learned to use the noun clause fairly effectively, something I consider a matter for gratification, for the noun clause is a difficult construction, even for Anglo-Saxon students. The students in these schools do not remain stubbornly attached to the subject-verb-modifier type of sentence but attempt a great range and variety of sentences. The examples given above, it should be always borne in mind, are ~~the~~ exceptions not the rule. Many of these examples contain only slight errors. It would appear that the teachers are devoting considerable attention to sentence structure, and the remedy for producing a more artistic and readable style is more practice in writing, and intelligent, sympathetic guidance in criticism and correction of student products.

CHAPTER NINEACCOMPLISHMENT in LITERATURE

My purpose in this chapter is to look over the answers to the five sections in Literature, namely Essays, Reading Comprehension, General Questions, Poetry, Drama. It occurred to me that the students in these schools might possibly show by their answers that they were weaker in some field of Literature than they were in other fields of Literature. The Examinations Branch was asked for one fifth of all the Literature papers written in Grade Twelve in these schools. A clerk in the Examinations Branch, accordingly, pulled out every fifth paper in Literature, and the 66 papers thus provided were examined section by section. For the purpose of segregating the mark in Shakespearean drama from that in Modern Drama I have made six sections instead of five. The six sections are as follows:

Section 1	Essays	Maximum value	100
Section 2	Reading Comprehension	" "	100
Section 3	General Questions	" "	50
Section 4	Poetry	" "	100
Section 5	Shakespeare	" "	50
Section 6	Modern Drama	" "	50

The names of the students whose papers turned up in this "every fifth paper" method of selection are as follows: Ruth Hennig, Olga Pawle, and Betsy Zulick all of Andrew; Michael Billey of Bellis; Nora Crough, Ardis Mochulski, and Leona Rabush of Calmar; Joe

Sikora of Calmar; John Bober, Edward Procyshyn and Sophie Yaseyko of Derwent; Walter Begoray, and Peter Skowronski of Egremont; Rosie Fewchuk and Mildred Kight of Glendon; Metro Buzak, Stephen Orleski, and Mary Wygera of Hairy Hill; Pearl Hrehirchek and William Shupenia of Hilliard; Margaret James, Joseph Lewicki, and Walter Stokowski of Holden; Lena Kachur, Effie Pacholek and Alexander Procinski and Willie Tishkowski of Lamont; Edwin Batiuk, Josephine Liber, and Josephine Sawchuk of Mundare; Margaret Lypowy, Victor Petrowsky, Olga Rosa, and Mike Lukenchuk of Myrnam; Mike Kuchmak, Joe Polanski, and Mike Karpiuk of Radway; Johnny Granik, Pearl Lungul, and Wasel Waselenchuk of Smoky Lake; Nick Leskiw, and Kate Pawlowski of Spedden; William Paly and Annie Wojnar of Thorhild; Rose Luchak, Rose Ropchan and John Samoil of Two Hills; Marion Christawka, Annie Fliczuk, George Kostashuk, Natalka Porayko, Lilian Steblyk, and Kathryn Guest of Vegreville; Paul Peleck, and Michael Shysh of Vilna; George Feniak of Warspite; Ronald Fowler, John Petryk, Adolph Skitsko of Waskatenau; Steve Andriashyk, Eileen Kowalchuk, Mark Orydzuk, Marjory Swabb, Willis Tkachuk, Steve Zaharichuk and Jack Zukiwsky of Willingdon.

(Continued on the next page)

Partial Table of
Accomplishment in Literature

#	Name	Marks in Sections					
		I.	II.	III.	IV.	V.	VI.
2045	Ruth Hennig	46	55	14	63	10	9
2050	Olga Pawle	50	57	13	31	0	11
2055	Betsy Zulick	54	70	11	53	14	18
5433	Michael Billey	13	29	7	21	6	7
2401	Nora Crough	17	40	12	46	8	14
2409	Ardis Mochulski	38	49	34	26	2	6
2412	Leona Rabush	42	45	23	37	5	5

Table of Accomplishment in Literature
(continued)

#	Name	Marks by sections					
		I.	II.	III.	IV.	V.	VI.
2416	Joe Sikora	54	58	15	32	3	16
2850	John Bober	42	53	11	22	17	15
2854	Edward Procysbyn	44	44	10	14	0	3
2858	Sophie Yaseyko	15	55	12	28	4	24
3048	Walter Begoray	43	60	14	53	2	9
3053	Peter Skowronski	20	35	8	30	0	5
3210	Rosie Fewchuk	65	80	23	64	15	15
3214	Mildred Kight	55	64	26	39	12	7
4145	Metro Buzak	48	37	11	17	0	6
4157	Stephen Orleski	45	29	13	35	6	15
4162	Mary Wygera	13	46	7	36	1	17
3383	Pearl Hrehirchek	37	48	10	30	8	7
3388	Wm. Shupenia	25	51	23	41	2	0
3395	Margaret James	42	73	18	40	12	0
3396	Joseph Lewicki	38	52	17	47	10	11
3401	Walter Stokowski	13	57	16	60	4	17
3638	Lena Kachur	44	58	25	39	8	12
3645	Effie Pacholek	9	52	17	18	6	8
3648	Alex. Procinsky	53	55	19	61	4	7
3653	Willie Tishkowsky	68	61	14	36	4	4
4091	Edwin Batiuk	36	53	4	30	2	18
4096	Josephine Liber	40	50	22	49	0	13
4101	Josephine Sawchuk	57	28	14	39	0	0
4181	Margaret Lypowy	31	54	10	37	6	3
4185	Victor Petrowsky	31	56	10	50	9	29
4188	Olga Rosa	29	72	17	57	4	0
4195	Mike Lukenchuk	16	42	17	49	12	18
4497	Mike Kuchmak	54	73	23	32	12	21
4502	Joe Polanski	30	46	8	57	8	12
4505	Mike Karpiuk	53	54	10	43	3	7
4788	Johnny Granik	42	70	24	64	25	24
4793	Pearl Lungul	52	80	20	45	24	0
4803	Wasel Waselenchuk	36	54	16	19	10	8
4811	Nick Liskiw	24	32	27	27	0	14
4816	Kate Pawlowski	43	90	15	56	17	33
5016	Wm. Paly	37	69	14	42	11	24
5024	Annie Wojnar	47	28	16	25	13	6
5115	Rose Luchak	20	54	16	20	7	11
5120	Rose Ropchan	50	61	20	56	1	11

(The remainder of this table follows immediately on the next page)

(continuation of table)

#	Name	Marks by sections					
		I.	II.	III.	IV.	V.	VI.
5123A	John Samoil	53	55	10	42	16	27
4208	Marion Christawka	47	53	15	31	8	16
4213	Anna Fliczuk	74	73	40	50	7	0
4218	Geo. Kostashuk	51	56	22	57	4	22
4224	Natalka Porayko	38	27	35	44	12	22
4228	Lilian Steblyk	42	55	17	57	3	20
4241	Kathryn Guest	28	24	17	30	7	14
5208	Paul Peleck	16	41	16	20	0	3
5212	Michael Shysh	38	64	20	36	8	21
5291	Geo. Feniak	65	62	34	53	6	25
5302	Ronald Fowler	52	27	6	52	6	9
5308	John Petryk	38	50	13	39	3	13
5310	Adolph Skitsko	47	51	19	46	16	21
5398	Steve Andriashyk	28	31	15	20	0	5
5409	Eileen Kowalchuk	56	58	19	48	14	10
5410	Mark Orydzuk	32	43	20	27	4	8
5414	Marjory Swabb	33	35	11	53	10	5
5415	Willis Tkachuk	41	25	13	36	4	15
5416	Steve Zaharichuk	33	60	14	25	4	18
5416A	Jack Zukiwsky	44	88	19	39	12	17

Results:

The section which caused the greatest difficulty was Shakespeare.

The median in this was 5 marks, and the average 7.1. Nine of the sixty-six got zero; 2 got 1 mark only. The range of marks follows:

9	students got	zero	2	got	9
2	"	1 mark	3	got	10
4	"	2 marks	3	got	12
4	"	3 "	3	got	13
11	"	4 "	2	got	14
2	"	5 "	1	got	15
6	"	6 "	2	got	16
3	"	7 "	2	got	17
6	"	8 "	1	got	24
			None	got	25 or more

Total possible
marks = 50

A summary of the average mark made on each section follows on the next page.

Score by sections on
Literature Paper Grade Twelve, 1945

<u>Sections</u>	<u>Maximum Value</u>	<u>Average Mark</u>	<u>%</u>
1. Essays	100	39.6	40%
2. Reading Comprehension	100	52.4	52%
3. General Questions	50	16.7	33%
4. Poetry	100	39.7	40%
5. Shakespeare	50	7.1	14%
6. Modern Drama	50	12.3	24%

Conclusions

1. Judging by the mark obtained, students of Ukrainian origin derive little value from Shakespeare. The questions this particular year may have been unusually difficult, but if so there is no record of complaint from the teachers or sub-examiners. This study does not claim to include schools in the Province as a whole, so there are no comparative figures to indicate what the scores were in Shakespeare in schools other than the 24 studied.
2. The mark obtained on Modern Drama was considerably higher than that on Shakespeare, but still quite low.
3. The best marks were made on Reading Comprehension.
4. On Essays and Poetry students in these schools made 40%, a fair mark.
5. When the average marks on each section are added, the total is 167.8, which is about 37.3 per cent of the maximum.

COMPARATIVE SCORES, by Sections, in
Various Types of Language Questions

The purpose ^{part of the} in this chapter is to discover in which departments of Language the students in these twenty-four schools are particularly defective. The 1945 paper in Language, Grade Twelve, was printed in five sections, namely an Essay; Vocabulary; The Sentence; The Paragraph; Style Appreciation. For the purpose of this study I took every fifth paper from these schools, and added up the total score on each section made by each candidate. Thereafter I compared the results by sections to find out, if possible, the special weaknesses of these students.

Before I made the study I had been under the general impression that the lowest marks would be found in Style Appreciation. This assumption proved erroneous. The maximum values on the five sections are set out below, and the comparison by sections ^{follows} ~~xxxxxx~~ on the next page

Grade Twelve
Maximum Values on Language by sections, 1945

The Essay (Scored objectively).....	200
Vocabulary.....	50
The Sentence.....	100
The Paragraph.....	100
Style Appreciation... ..	<u>100</u>
	550

The names of the students selected by the random method of pulling

out every fifth paper are: Emma Ergezinger; George Kostashuk; Jean Ross; Joe Tunis; and Metro Krokosh of Vegreville; Constantine Tchic, Edith Slade, of Egremont; Geo. Elaschuk, Bill Mykitiuk, Agnes Starchuk of Smoky Lake; Nora Crough, Leona Rabush of Calmar; Esther Hamilton, Catherine Ostapowich, Lena Topolnisky of Andrew; Margaret James, Walter Stokowski of Holden; Harry Kleparchuk, Philip Skulsky of Hilliard; Victor Petrowsky, Helen Zaparyniuk of Myrnam; Lena Wasik of Thorhild; Rose Luchak and Rose Ropchan of Two Hills; Nicholas Poohkay and Phyllis Walchuk of Derwent; Velma Harrison, Thadeus Olewich, Victoria Verenka of Hairy Hill; Lynn Billey, Edna Kapitski, Theodore Tkachuk of Willingdon; Paul Peleck of Vilna; Frank Holubiwich of Warspite; Harvey Bodner, Joseph Krezanoski, Edward Yusda of Mundare; Ronald Fowler, John Petryk of Waskatanna; Olga Hrycyn, Paul Mulyk of Radway; Rosie Fewchuk of Glendon; Alex. Procinsky and Julia Lopushinsky of Lamont.

Achievement in Appreciation (Total 100)

The lowest mark was 18
The highest mark was 56

The Median mark was 36
The average mark was 37

<u>Range of marks</u>		
1	student got	18
2	got	20
1	22
2	24
1	26
4	28
17	between 30 and 40	
9	between 40 and 50	
7	higher than	50

Comparing the marks by sections I found that the scores were as follows:

	<u>Maximum possible</u>	<u>Average</u>	<u>Per cent</u>
The Essay	200	106.5	53
Vocabulary	50	19.4	39
The Sentence	100	40.7	41
The Paragraph	100	36.6	37
Style Appreciation	100	37.0	37

Conclusions

1. Lowest marks were made on the Paragraph and Style Appreciation, with Vocabulary ~~XXXXXX~~ just a trifle better. Marks for the section on the Sentence were next in ascending order.
2. The highest marks were made on the Essay section.
3. When the average marks on each section are added the total is 240.2, which is 43.7% of the maximum available on Language.
4. Adding the grand total of the average marks on each section of both Language and Literature makes a figure of 408 for the average mark in English 3, out of a maximum of 1000, or about 41%. This is not a true final score, however, since marks are transmuted. Figures are not available as to the corresponding average marks made in all the schools of the Province on the basis of raw scores. They are probably much higher than 41% of the maximum available.

Comparative Scores on
Grade Twelve Language

There are 24 names on the Grade Twelve lists from these schools which do not appear to be Ukrainian. They are as follows: Esther Hamilton and Ruth Hennig, of Andrew; Mary Campbell, Nora Crough, Ronnie Dixon, Verna Evenson, Wanda Thomas, Eileen Van Alstyne of Calmar; Irene Christenson of Derwent; Dorothy Berry, Edith Slade, John Small of Egrement; Esther Denman and Velma Harrison of Hairy Hill; Margaret James, Lila Story and Evelyn Sutton of Holden; Reinhard Schmidt of Lamont; Milo West of Radway; Charlotte Horton, Hudson Milburne, Jean Ross, Kathryn Guest, and Marjory Swabb of Willingdon.

Scores have been investigated in two fields, first on the paper as a whole... Maximum 550; and second on the Essay alone.... Maximum 200. The 24 non-Ukrainians had a Median score of 124 on the Essay and 265 on the Language paper as a whole. The 210 Ukrainians had a Median of 93 on the Essay and 233 on Language.

Table of Comparative Scores
Grade Twelve Essay and Language

	<u>Median on Essay</u>	<u>Median on Language</u>
non-Ukrainians	124	265
Ukrainians	<u>93</u>	<u>233</u>
Difference	31	35

There is a consistent difference in favor of the non-Ukrainians, so pronounced that one would be justified in concluding that there

are weaknesses inherent in Ukrainian students which persist to the grade Twelve level and probably beyond, weaknesses which should be taken account of in the training schools, more especially in Teacher Training schools. Some suggestions for dealing with these weaknesses are given in a later chapter.

CHAPTER TEN

The Questionnaire

Immediately after the Christmas vacation this questionnaire, (a copy appears on the next page), was sent out to the 24 schools, with the request that it be answered by every student in grades Ten, Eleven , and Twelve. Replies were received from all 24 schools, and the total number of replies, namely ten hundred and eighty, were read and summarized as indicated in the pages following. Question number 9 has already been treated in Chapter Four under the heading "A Short Study of the Reading Habits of the Students in These Schools".

The main purpose of the questionnaire was to find out whether or not these students of Ukrainian origin speak Ukrainian at home. I felt that some of the advantages of studying English at school under favorable conditions for improvement might be offset by returning to the home and getting into an unfavorable language environment; but I was unable to make any progress until the answers came back. The tabulation of the results was made at the end of January . The figures at the left side refer to the number of the question, that is to say Number 1 means question 1 on the Questionnaire, and so on as far as number 8.

General Summary

Number of students who answered the questionnaire.....	1080
Category of these students: A's 39%; B's 36%; C's 25%	

91.

Date

Name of School.....

Name of Student

Grade you are in now

Category in grade Nine Examination (A, B, or C)

1. What language other than English do you speak?.....

2. Do you read and write this second language?.....

3. Do you speak it at home? (a) Sometimes.....
(b) Always.....
(c) Never.....

4. What daily paper, if any, do you read at home?.....

5. Do you read the newspaper every day, either at home or at school?

6. What is your favorite type of reading? Fiction.....
Biography.....
Travel.....
Other types.....

7. How long, in days, does it take you to read the average library book?

8. Name the magazines you read regularly

9. List below all the books you have read since September first, 1945:

.....

.....

.....

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.....

The Questionnaire

Categories of the students in 24 schools (by grades)

	<u>X</u>	<u>XI</u>	<u>XII</u>
A students	43%	32%	42%
B students	35%	36 %	38%
C students	22%	32%	20%

Question 1.

Those who speak only English	180	16.66%
Those who speak Ukrainian	781	72.22%
Rumanian	24	2.2%
German	24	2.22
Other languages		<u>6.68%</u>
Polish	19	
Ukrainian-Polish.....	17	
Slovak	7	
Jewish	7	
Russian	4	
French	3	
Scandinavian	4	
Other Slavik Tongues	5	
Chinese	1	

Question 2

Do you read and write this second language?	Yes... 417	50.4%
	No.... 412	49.6%

The Questionnaire (continued)

Question 3

Do you speak it at home?	Sometimes	588	65.8%
	Always	285	29.6%
	Never	21	4.6%

Question 4

What daily paper, if any, do you read at home?

No paper	334	31%
Edmonton Journal	525	50%
Edmonton Bulletin	201	19%

Question 5

Do you read the newspaper every day, either at home or at school?

Yes	683	63.7%
No	388	36.3%

Question 6

What is your favorite type of reading?

Fiction	723	47.1%
Biography	151	9.8%
Travel	345	22.5%
Other kinds	317	20.6%

The Questionnaire (continued)

Question 7

How long does it take you to read the average library book?

1 night	10	.94%
1 day	32	3.33%
2 days	185	12.79%
3 days	184	12.75%
4 days	162	15.35%
5 days	115	10.90%
7 days	195	23.22%
10 days	55	5.21%
12 days	27	2.55%
14 days	76	7.20%
21 days	12	1.13%
30 days	2	.19%

Question 8

Name the magazines you read regularly.

Star Weekly	346
Life	322
World Affairs	313
Reader's Digest	267
Free Press	200
Time	180
Maclean's	177
Country Guide	159
Liberty	148
National	141
Newsweek	138

Other magazines highly regarded:

Saturday Evening Post	Scholastic
Ladies Home Journal	Calling All Girls
New World	Mechanics
Canadian Home Journal	Western Producer
Chatelaine	Miss America
Science Digest	Family Herald
Movie Magazines	Collier's
McCall's	Magazine Digest
Popular Science	Flying Magazines

The Questionnaire

Question 8 (continued)

Only 51 students admitted that they read no magazines.

Conclusions from the Questionnaire

1. Over eighty-three per cent of the students in these twenty-four schools are of Ukrainian origin, or some other tongue than English is spoken in their homes.
2. Half of these students who speak a second language also read it and write it.
3. Only five per cent of these students of foreign extraction never speak the language of their parents; thirty per cent of them speak it always at home, probably because their parents are unfamiliar with English; sixty-five per cent of these students admit that they speak the foreign language sometimes, at home. The conclusion is inescapable that a good deal of the English learned at school is unlearned at home, particularly in cases where the two languages do not conform in grammatical usage and rules.
4. The reading habits of these children, as to newspapers, books and magazines, are much similar to those of non-Ukrainian extraction.
5. It is highly probable that the students in the third generation will be practically indistinguishable from the non-Ukrainians, in literary and linguistic skills.

CHAPTER ELEVEN

The Problem of the New Canadian, and Suggestions for Meeting his Needs

This study has shown that students of Ukrainian and kindred racial origins emerge from grade Nine with serious language handicaps. Similar studies by other investigators confirm this conclusion. For example, Mr. C.H. Robinson, in "A Study of the Written Language Errors of 1238 pupils of Ukrainian origin" found that 46% of all the errors in language in grades five to nine in Ukrainian schools come under the heading Difficulty with verbs, and most of the difficulties arise when choosing the correct tense. The use of auxiliaries, and the various uses of the "ing" form of the participle, constitute formidable obstacles for a people who have not encountered these forms in their own tongue. Since the article, definite and indefinite, is missing in the mother tongue; since prepositions are employed in mysterious and illogical ways in English; and since it is an unpardonable sin to use more than one negative in a sentence lest one cancel the other, the student of Ukrainian origin finds life in his English classes extremely uncomfortable if not intolerable.

Some authorities claim that the remedy for language difficulties of bi-lingual students is simply to read widely. Some think the problem can be solved by removing the Ukrainian teachers

and replacing them in all the "bloc settlements" with teachers whose mother tongue is English. Some advocate the direct method of attacking the language errors by giving specific drill on the typical mistakes encountered in the settlements. The La Jolla school, after an experiment continuing over seven years, came to the conclusion that bilingual children acquire English incidentally if they "proceed vigorously to read for enjoyment, or for needed information; to write with great care when there is a real occasion for doing so; to speak with more and more carefully chosen language when such oral expression definitely functions." Not all of these procedures are valid, though all contain a germ of truth. The argument in favor of dismissing the Ukrainian teachers, for example, will be found upon examination to contain some fallacies. It is contended that the teacher must ~~him~~self present a worthy model of English if ~~his~~ students are to profit from ~~his~~ instruction. While it is true that the Anglo-Saxon teacher will likely have a facile control of English, he may not know, or care to understand, the obstacles which are presented to a child struggling to master a foreign tongue. He may have some prejudices against "foreigners", and by his scornful attitude set up barriers of suspicion which may well undermine his influence in the school and the community, and undo his work in English, however skilful it may be. It is charged against the new Canadian teacher that he has usually an accent, and that he passes this accent on so that even the Anglo-Saxon children imitate him in

spite of themselves, and carry home to their horrified parents, certain turns of expression they have learned from the teacher. The new Canadian, after a few months at the training school returns to his own community where by a process of inbreeding of ideas he fails to interpret the Canadian scene but carries on the traditions and customs of his people, and perpetuates the broken English he hears among his father's people. These are grave charges indeed, and in many a school they are still only too true. But conditions today in these schools are vastly superior to those of thirty years ago; they are much better than they were fifteen years ago, or even ten. It is my considered opinion that the third generation of new Canadians will be almost identical in speech and manners with those of Anglo-Saxon origin. But in the meantime how shall we solve our problem?

Not racial Origin but Skill and Understanding

If I must choose between teachers on the basis of one criterion alone I choose the criterion of skill and understanding. The influence of the teacher transcends racial origins. My table on page thirty-two indicates that Anglo-Saxons have no monopoly of skilful teachers of English. I have found not one but many a teacher of Ukrainian origin who grades high with regard to patient understanding of the pupils' difficulties, appreciation of effort, tact in methods of criticism, and exemplification of taste and refinement in oral expression. It is not only possible but highly

probable that the high preponderance of Ukrainians in our teacher-training institutions will continue after the present emergency has passed. If this be so there are several avenues that should be explored. These are as follows:

1. Special preparation of English specialists for the "bloc settlements". Within recent years there has been a disposition on the part of new-Canadian school teachers to travel far afield in their search for a school. These teachers are not content to remain in their home town, or even to remain in the area populated largely by their compatriots. If certain prejudiced school boards object to teachers "with funny names", the Alberta Gazette will for a small fee announce a change of name to an Anglo-Saxon equivalent. Many Ukrainian teachers have only a trace of accent, and are otherwise excellent teachers of English. If the Faculty of Education were to set up a course on special methods of teaching bi-lingual students, (or students whose mother tongue is Ukrainian or a kindred language), it should be open to any student-teacher who wishes to take it. Schools desirous of the services of these specially trained teachers would soon look for the best-equipped teacher regardless of his name or racial origin.
2. Elimination of those defective in English, and retention of those with high standards of scholarship and leadership. At the

present stage in the history of teacher training it is scarcely practicable to select with any high degree of discrimination those who are fitted by temperament and preparatory training for the teacher profession itself, much less for specialized fields in teaching; but surely the time will come when those who are palpably defective in English will be steered into some other line of work. Those with special aptitude for teaching but who have marked deficiency in English could be advised to leave the English field to others. It is evident that an energetic and intelligent teacher, who is willing to make a special study of the pedagogical and emotional aspects of bi-lingualism, and who has tolerance, understanding, and a teaching "sense" will probably make a success of teaching in a Ukrainian school, even if he retains more than a trace of his racial speech habits.

3. Teachers should follow a flexible curriculum . In chapter Nine there is an indication that Ukrainian students find Shakespeare difficult and distasteful, but that in other phases of English, such as the study of poetry and essays, they are normal. This suggests not that more time should be devoted to Shakespeare to bring ^{these students} ~~them~~ up to the level of their fellows, but rather that a sympathetic and understanding teacher might give some diagnostic tests at the beginning of the year, discover weaknesses and begin teaching at the point of weakness. The language of Shakespeare, with its archaic terms, is itself so great a barrier that many a Ukrainian student is unable to appreciate the beauties of the

thought and imagery because he is bogged down in the language itself. The conscientious student of language methods will not insist on every member of the class doing the same thing at the same time, nor will he slavishly follow the "prescribed" course in English. Fortunately, in this Province, a great deal of latitude is permitted teachers in choice of subject matter and methods in English. One very effective teacher I met in a Ukrainian school wrote her own language text by noting the errors her pupils actually made. This teacher devoted less time to Literature with a capital L, and more than the allotted time to drill on vocabulary, pronunciation, sentence structure, and correct pleasing expression.. Alberta is probably fortunate in having a number of Superintendents who are second generation new Canadians. These men are tolerant and understanding, and should have an influence in improving the classroom methods in the direction of flexibility. I am of the opinion that these men look with favor and sympathy on any attempt to ~~make~~ make the curriculum fit the social and psychological needs of a people in transition.

Special Methods in grades above the Ninth

1. More time should be spent on vocabulary teaching in the Ukrainian schools. This study indicates that many of the Ukrainian students have a large vocabulary but that they are not always accurate in their use of words. I do not think there is much value in teaching words per se, but the thoughtful and ingenious teacher can multiply devices for making vocabulary

games good fun. Competitions could be arranged for the improvement of vocabulary. Literary programmes, speeches in presenting reports, recitations, dramatic presentations are some devices suggested. Most successful teachers in Ukrainian schools make the main content of their daily classroom work in English ^{consist of} activities in oral expression. Practically every error made in written English can be caught in oral English, with the advantage that it is caught the moment it is made. Oral English should form the major part of the teacher's assignments in language.

2. The following should receive constant drill in Ukrainian schools: auxiliaries; the "ing" forms of the participle; the articles; prepositions; negatives; indefinite reference; verbs, especially tense forms; and always correctness, precision, and effectiveness in the use of words.
3. In the light of the errors brought to light in this study I advocate much more attention on the sentence, especially the longer sentences. Students should have abundant practice in writing the longer sentences with all varieties of clauses, and be given practice in ~~searching~~ ^{striving} for clearness and conciseness in all expression subjects. Incoherence is the greatest error made in grade Nine, and it persists to grade twelve and beyond.
4. Though the study her^ein showed, in response to enquiries, that the Ukrainian taste in books is about the same as that of the Anglo-Saxon, and though it appears that the Ukrainian reads about as

many books as his fellow-students of English extraction, I am nevertheless of the opinion that in all these schools the students should be encouraged to read more and better types of books, and to this end the school boards should place more and better books on the school shelves.

Will the Ukrainian Language Persist in Alberta?

It is a somewhat disturbing thought that this study introduces, namely that 95% of the Ukrainian children in these schools speak Ukrainian at home, thirty per cent of them admitting that they always speak Ukrainian at home, and sixty-five per cent of them admitting they speak it sometimes.. Half of those who reported say they read and write Ukrainian. It would thus appear that the painstaking work of the teacher during the day is offset by the retarding influence of the mother and father in the hours spent at home. Mr. Leonard Bercuson in a thesis entitled "Education in the Bloc Settlements of Western Canada," says on page 56, "Before passing judgment on the advances they have made it must be borne in mind that on their arrival they were ignorant, illiterate serfs, who after centuries of persecution, were regarded by their overlords as little better than beasts of burden. They were intensely superstitious, backward and undeveloped. Of scientific farming, sanitation, even proper housing and food, they knew nothing. Yet the accomplishments of some within the space of a generation

have been phenomenal. Illiterate farmers when they arrived, accustomed to farm only small plots of two or three acres with hand implements, they are in many districts today abreast of the most up-to-date methods of farming in the west".

It is probable that the greatest single contributing cause of the defective English used by Ukrainian students in the twenty-four schools ^{investigated} ~~examined~~ in this study is the fact that these high school students speak English at school and Ukrainian at home. It would be folly to suggest that these students should not converse with their parents in the language most familiar to their parents; but I have little doubt that the great advances which Mr. Bercuson mentions in the preceding paragraph, are about to be duplicated in the realm of language. I have talked to a very few Ukrainian students about this, in rather guarded fashion to avoid offending their sense of loyalty to their parents. I gather that the main reason they speak Ukrainian at home is the fact that their parents would otherwise be deeply hurt. One student confided to me that he spoke Ukrainian only to "old people". When the third generation arrives in high school there will be ~~less~~ fewer of these defects in language and Ukrainians will, as far as their use of English is concerned, be indistinguishable from other Canadians.

